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ABSTRACT

This is the first of seven resource units which constitute a twelfth grade course on value conflicts and policy decisions. The topic of this unit is how we can preserve our security without sacrificing essential freedom. Introductory notes explain the unit format and discuss teaching strategies. Objectives for the unit are listed as they relate to values, skills, and attitudes. A double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. The unit poses the question: To what degree do radical groups provide a threat to American Security? The material covers current examples of security-freedom as it related to draft protests, demonstrations, and the like. The unit examines the role of civil liberties, in a democracy and presents alternative courses of action which have been tried or posed to safeguard security. These alternatives are examined in terms of the value conflicts involved, the probable or past effectiveness of each in helping achieve its aim of promoting security, and the probable or past effects of such a course of action on civil liberties. A bibliography is included. The teacher's guide for this course is SO 006 331; other units are SO 006 333-338. (Author/KSM)

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Grade Twelve
Unit: How Can We Preserve Our Security Without Sacrificing Essential Freedo

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SO006 332

RESOURCE UNIT

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HOW CAN WE PRESERVE OUR SECURITY WITHOUT SACRIFICING OUR ESSENTIAL LIBER

INTRODUCTION

This unit is part of a course entitled "Value Conflicts and Policy Decisior
of the units in the course has been chosen also to fit the theme of Challenges t
racy at Home and Abroad.

This unit focuses upon a problem: the seeming value conflict between indiv
and national secuirty. The issue is perhaps the most important issue in all gov
conflict may not be so clear in a democracy in which the desire to preserve nati
ity involves the desire to preserve basic freedoms. Still, the issue arises co
the people within a democracy face new problems and make specific policy decisi
as citizens must learn to make decisions about problems when the issue recurs.

The format of this resource unit clarifies the relationship among objective
teaching procedures, and materials of instruction.

1. The objectives column on the left hand side of each page answers the qu
   Why should we teach this content and use these procedures?

2. The next column presents an outline of content. It answers the questio
   What topics should we teach?

3. The procedures column, found on the opposite page, ansers the question:
   How can we teach these objectives and this content?

4. The materials column on the right hand side of the page answers the que
   With what materials can we teach the objectives and content and handle
   procedures?

The objectives column identifies transferable generalizations, not just si
positions about the Communist Party, other far left groups, far right groups, o
versive measures. The outline of content identifies information which can be u
teach these generalizations. However, it should be clear that such information
be used to teach important propositions about extremist groups, civil liberties
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CAN WE PRESERVE OUR SECURITY WITHOUT SACRIFICING OUR ESSENTIAL LIBERTIES?

INTRODUCTION

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unit focuses upon a problem: the seeming value conflict between individual rights l secuirty. The issue is perhaps the most important issue in all government. The y not be so clear in a democracy in which the desire to preserve national secur- s the desire to preserve basic freedoms. Still, the issue arises constantly as within a democracy face new problems and make specific policy decisions. Students must learn to make decisions about problems when the issue recurs.

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objectives column on the left hand side of each page answers the question: should we teach this content and use these procedures?

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procedures column, found on the opposite page, ansers the question: can we teach these objectives and this content?

materials column on the right hand side of the page answers the question: h what materials can we teach the objectives and content and handle the teaching cedures?

jectives column identifies transferable generalizations, not just singular pro- bout the Communist Party, other far left groups, far right groups, or anti-sub- sures. The outline of content identifies information which can be used to generalizations. However, it should be clear that such information can also teach important propositions about extremist groups, civil liberties, and mea- rb subversives.

Some of the teaching procedures suggest discussion questions. These q
cate a general approach to discussion strategy: the teacher might begin a)
questions in the expectation of leading to broad issues, or b) with broad,
questions which stimulate further examination. The procedures do not list
tions to be asked, nor the exact order of asking them. Suggested discussio
indicate only types of questions and more particularly types of questions w
used to introduce a discussion. Teachers and students must pose additional
modify those suggested as the discussion develops. Teachers should keep co
mind the central importance of helping students to identify value conflicts
illogical thought, and those factual questions which need further investiga

The materials column cites highly useful and commonly available materi
not include all the materials which could or even should be used. A compre
liography can be found at the end of the unit. At times the materials colu
that certain exercises, useful quotations, helpful information, and so on c
in the appendix at the end of the unit. At other times the column refers t
Readings,"collected and arranged by the Center and bound separately from th
Some other mimeographed materials referred to were developed independently
by the Center's staff members and loaned for use in the course even though
being placed in the public domain; they are available from the Center.

Since this is a resource unit, teachers should select and add procedur
most suitable for each class. Teachers are not expected to use all of the
cedures. Indeed, they could not do so in any one class. The factors to be
making such a selection are suggested in the overall guide to the twelfth g
However, several points which are crucial for this unit are worth pointing

1. The availability of materials must influence what teachers select f
The bibliography includes a lengthy list of materials, a number of which ar
The out of print materials have been included because they are highly usefu
many of them are still likely to be found in school or local public librari
should survey such resources and urge pupils to use the local library. How
have to adjust some of the procedures if there are not enough materials for
The body of the unit contains a suggestion as to how to handle the unit if
scarce. The teacher shou'd try to obtain more of the materials for another
a publisher may at some time prepare a book of readings containing abridgem
important out-of-print books.

ne of the teaching procedures suggest discussion questions. These questions indi-
eneral approach to discussion strategy: the teacher might begin a) with specific
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djust some of the procedures if there are not enough materials for a whole class.
of the unit contains a suggestion as to how to handle the unit if materials are
The teacher should try to obtain more of the materials for another year. Moreover,
er may at some time prepare a book of readings containing abridgements of the more
out-of-print books.

2. Whether students in a class have necessary previous experiences must ence the way in which this unit is developed. The unit, like all of the twe units, builds upon generalizations, skills, attitudes, and content developed courses in the Center's curriculum. For example, the eleventh grade course units on the Soviet Union and on Red China. The first includes an analysis ideology. Both units include a study of what has happened to civil libertie Communist countries. It is difficult to examine the American Communist Part some understanding of both of these ideas. Therefore, if pupils have not st content in the Center's eleventh grade course or some similar course, the te need to spend time developing such ideas at appropriate places in the twelft Such places are indicated within the body of the unit. If only some pupils such ideas earlier, they can be used as resource persons to present some of the entire class; the whole class need not take time to study the ideas in d

This unit also builds upon what pupils have learned earlier about civil in the United States. If pupils have not studied this course or similar idea courses, the teacher will need to expand the section on civil liberties in t grade unit.

3. This resource unit expects that students will develop further a c large number of concepts, generalizations, and attitudes. It should be reme ever, that most of them have already been learned to some extent through dif in earlier courses. They are reinforced and tested further in this unit.

Thus all of the generalizations were part of the seventh, eighth, or ele courses. If pupils have not studied these courses or other courses in which have occurred, the teacher will need to reduce the number of generalizations unit. For example, generalizations related to our political system, such as the judiciary separation of powers, and decision-making, were included in the grade and reinforced in some later courses. If pupils have already developed eralizations to some extent, this twelfth grade unit provides an excellent op reinforce and test them still further. However, if pupils have not developed it may be wise to omit them as objectives in this unit. It is probably bette more heavily upon those generalizations which are of central importance for t problem: generalizations 1-12, 15, 18-19 and 23 in the list of objectives.

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A number of skills listed for this unit were to be learned in earli
unit is designed to review and reinforce these skills and to stimulate pu
them in new situations. For example, pupils should have developed skills
sources of information in the eleventh grade. Consequently, it should b
to review the skills and help pupils apply them to sources of informatio
and Far Right groups in this country. However, if students have not lea
in earlier courses, whether developed by this Center or not, more time mu
these skills which are of central importance in this unit. Pupils must
to apply and discuss such skills throughout the unit. It might be wise
the less central skills objectives, perhaps those related to reading, in
more time to focus upon skills of evaluation.

Students will also need several important expectations, attitudes,
pils who have come through earlier courses in this curriculum will have
variety of reading materials rather than to depend upon just one text.
learned to examine many different points of view and to ask questions.
developed, at least to some degree, certain attitudes related to the sch
This unit is expected to develop such learning further. However, if stu
developed such learnings, the teacher must spend considerable time in hel
particularly in this first unit of the course. In any case, the teacher
general classroom atmosphere which will encourage student inquiry and th
will help pupils see the value of using much information and many points
kind of classroom atmosphere established in this first unit is important
study of this controversial topic, "Secrutiy with Liberty," but also to
value conflicts throughout the year.

4. Any unit dealing with current value conflicts and policy decisio
specific examples which are soon dated. Many of the examples in this un
ing usefulness, although others can be substituted. The teacher should
to keep the unit up-to-date by adding content about new extremist groups
data about old groups, and content about new measures taken or proposed
security.

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in this first unit of the course. In any case, the teacher must set up a
room atmosphere which will encourage student inquiry and thought and which
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room atmosphere established in this first unit is important not only to the
controversial topic, "Secrutiy with Liberty," but also to the study of other
ts throughout the year.

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pies which are soon dated. Many of the examples in this unit are of continu-
s, although others can be substituted. The teacher should make every effort
nit up-to-date by adding content about new extremist groups and more recent
d groups, and content about new measures taken or proposed for preserving

OBJECTIVES

This unit should make progress toward achieving the following:

GENERALIZATIONS

1. The community demands order and stability -- goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is, perhaps, the central problem in all of political philosophy and in all attempts to create and modify political institutions.

2. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

3. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

4. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

5. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majortiy action on some subjects or at least slow such action down.

6. Constitutions must have an
preter, since they are by
and nonspecific.

7. Constitutions change by fo
and by changes in custom a
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8. Ideologies are important f
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answers they give to ambig
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that is, an ideology is a
and cue-book.

    a. People with different i
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    b. Compromise is easier whe
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    issues.

9. Individuals know the politi
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10. Democracy does not bear up
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of relationships; that is, they
ocracies prevent majortiy action
bjects or at least slow such
n.

6. Constitutions must have an ultimate interpreter, since they are by nature ambiguous and nonspecific.

7. Constitutions change by formal amendment and by changes in custom and interpretation.

8. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest; that is, an ideology is a guide, manual, and cue-book.

   a. People with different ideologies perceive things differently.

   b. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

9. Individuals know the political system as a set of images and pictures created for them by communicators;. they react to those images rather than to the real world and real people.

10. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

a. Compromise is more easily achieved in those political systems in which there is agreement on questions touching upon the fundamental social, economic, and political institutions.

11. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may

    a. Government action may help increase as well as restrict individual rights.

12. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.

13. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

14. The decision maker reacts to pressures from other decision-makers as well as to pressures from the outside (such as public opinion and interest groups).

    a. Even those courts appointed for life are not free from the all-pervasive pressures of public opinion, widely-held values and beliefs, and other political pressures.

15. The means used may make it difficult to achieve the stated ends or goals.

16. The separation of powers
assumption of a division
functions which cannot be
reality.

    a. The law-making functio
    by all three branches.

    b. When legislatures over
    agencies, they partici
    istrative and executiv

17. Federalism pays greater h
government to local diffe
omy, but it also pays the
inconsistencies, diversit

18. Not all members of any gr
like.

    a. Members of any group a
    for varying reasons, s
    nothing to do with the
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    b. Members of any group h
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    c. Members of any group
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alues and beliefs, and other po-
pressures.

used may make it difficult to
ie stated ends or goals.

16. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated in reality.

    a. The law-making function is undertaken by all three branches.

    b. When legislatures oversee administrative agencies, they participate in the administrative and executive processes.

17. Federalism pays greater homage than unitary government to local differences and autonomy, but it also pays the greater price in inconsistencies, diversity, and competition.

18. Not all members of any group are exactly alike.

    a. Members of any group are attracted to it for varying reasons, some of which have nothing to do with the goals of the organization.

    b. Members of any group have varying degrees of interest and participation.

    c. Members of any group may disagree on many things not related to the particular goals of the group; they may even disagree about some of these goals and particularly about ways of achieving them.

19. Groups engaged in continued struggle with the outside tend to be intollerant within. They tolerate few departures from group norms.

   a. Countries are more intollerant of those it considers subversives in times of crises and threats from abroad than during times when they face no such threats.

20. Members of a small group influence the behavior of other members by setting up and enforcing norms for proper behavior.

   a. Social sanctions, both formal and informal, are used in the process of socialization and to maintain social control.

21. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior, and a sharp change in his life may result in re-socialization.

22. One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.

23. The interest group attempts to bring aggregates of influence to bear upon decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-maker.

24. Frustration may result in aggression or scapegoating.

SKILLS

The broad skill toward which
timately directed is underli
pects of a skill taught in t
plain type.

1. Attacks problems in a rat
   a. Is alert to incongruit
      problems, and is conce
   b. Defines problem by iso
      sues, defining terms,
      sumptions, values invo
      questions which need i
   c. Sets up hypotheses.
   d. Considers alternative c

      Sets up hypotheses abou
      of alternative courses
   e. Sets up ways of testing
2. Is skilled in locating inf
   a. Uses specialized refere
      authors.
3. Is skilled in gathering in
   a. Uses deduced consequenc
      (if-then statements) to
      of information.

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it considers subversives in
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than during times when they
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o control the selection of the
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ng.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined; specific aspects of a skill taught in this unit are in plain type.

1. Attacks problems in a rational manner.
   a. Is alert to incongruities, recognizes problems, and is concerned about them.
   b. Defines problem by isolating basic issues, defining terms, identifying assumptions, values involved, and factual questions which need investigating.
   c. Sets up hypotheses.
   d. Considers alternative courses of action.

      Sets up hypotheses about consequences of alternative courses of action.
   e. Sets up ways of testing hypotheses.
2. Is skilled in locating information.
   a. Uses specialized references to check on authors.
3. Is skilled in gathering information.
   a. Uses deduced consequences of hypotheses (if-then statements) to guide collection of information.

b. Reads for main ideas.

c. Reads for details.

d. Adjusts reading rate to purposes in reading and to type of material read.

e. Takes notes on reading, using note cards.

f. Adjusts note-taking to type of oral presentation.

g. Draws inferences from tables and charts.

4. Is skilled in evaluating information.

a. Distinguishes between relevant and irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.

1. Identifies words and phrases which are intended to persuade.

2. Detects various types of persuasion devices.

b. Checks on the accuracy of information.

1. Checks facts against own background of information.

2. Checks on the bias and competency of witnesses, authors, and producers of material.

a) Notes whether the
hurt by opposite

b) Identifies purpos
count.

c) Notes opportunity
observe events.

3. Looks for points of
agreement among witn
and producers of inf

4. Recognizes differenc
of proving statement

a) Distinguishes bet
estimates.

b) Distinguishes bet
ferences, and val

5. Identifies and exami
to decide whether or
cept them.

3. Checks on the completeness
wary of generalizations ba
cient evidence.

a. Rejects all-none (black

b. Rejects whole-part argu
upon further data.

c. Examines sample used in
is representative of po
generalizations are be

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Identifies words and phrases which are intended to persuade.

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Checks facts against own background of information.

Checks on the bias and competency of witnesses, authors, and producers of material.

a) Notes whether the author would be hurt by opposite report.

b) Identifies purpose in writing account.

c) Notes opportunity for witnesses to observe events.

3. Looks for points of agreement and disagreement among witnesses, authors, and producers of information.

4. Recognizes differences in difficulty of proving statements.

   a) Distinguishes between facts and estimates.

   b) Distinguishes between facts, inferences, and value judgments.

5. Identifies and examines assumptions to decide whether or not he can accept them.

3. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

   a. Rejects all-none (black-white) reasoning.

   b. Rejects whole-part arguments and insists upon further data.

   c. Examines sample used in study to see if it is representative of population for which generalizations are being made.

   d. Looks for causative factors other than those mentioned in source of information.

   e. Rejects post hoc arguments; looks for another factor which may have caused the later event.

4. Detects inconsistencies in material.

5. Has a well-developed sense of time.

   a. Looks for relationships among events.

6. Is skilled in organizing and analyzing information and in drawing conclusions.

   a. Applies previously-learned concepts and generalizations to new data.

   b. Tests hypotheses against data.

   c. Generalizes from data.

   d. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

7. Communicates effectively with others.

   a. Communicates effectively
   purpose or theme, organiz
   to fit theme, and conside
   for whom he speaks or wri

   b. Organizes his informatio
   ical pattern which fits h

ATTITUDES

1. Is curious about social data
havior and wishes to read an
in the social sciences.

2. Is committed to the free exa
cial attitudes and data. Se
for different points of view
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3. Respects evidence even when
prejudices and preconception

4. Searches for evidence to dis
not just to prove them.

5. Evaluates information and so
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6. Values the scientific method
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natural data.

7. Values objectivity and desir
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n, evaluates them in the light
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o prove helpful in achieving
red goal or goals.

s effectively with others.

a. Communicates effectively by clarifying purpose or theme, organizing material to fit theme, and considering audience for whom he speaks or writes.

b. Organizes his information into some logical pattern which fits his topic.

ATTITUDES

1. Is curious about social data and human behavior and wishes to read and study further in the social sciences.

2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations.

3. Respects evidence even when it contradicts prejudices and preconceptions.

4. Searches for evidence to disprove hypotheses, not just to prove them.

5. Evaluates information and sources of information before accepting evidence and generalizations.

6. Values the scientific method and rational thought as applied to social as well as to natural data.

7. Values objectivity and desires to keep his values from affecting his interpretation of the evidence.

8. Is sceptical of theories of single causation in the social sciences and is equally sceptical of panaceas.

9. Feels a sense of responsibility for keeping informed about current problems.

10. Supports freedom of thought and expression.

11. Values procedural safeguards for the accused.

12. Values institutions as a means of promoting human welfare, not because of tradition; is willing to change institutions as times create new problems.

13. Has a reasoned loyalty to the U.S. and desires to make it an ever-better place in which to live.

OBJECTIVES

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Defines problem by isolating basic issues, defining terms, and identifying assumptions and values involved.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

A. IS ALERT TO INCONGRUITIES, RECOGNIZES PROBLEMS, AND IS CONCERNED ABOUT THEM.

A. IS COMMITTED TO A FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

S. Rejects all-none (black-white) arguments.

G. The community demands order and stability, -- goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is, perhaps, the central problem in all of political philosophy and in all attempts to create and modify political institutions.

OUTLINE OF CONTENT

I. Important value conflicts and fac
are involved in controversies ove
dangers to our country from extre
about what actions if any are nee
our security from such groups, an
ble dangers to our freedoms which
trying to preserve our security.

A. People disagree about whether
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who do agree about a threat di
what actions should be taken t
threat.

1. In part the controversy ove
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OUTLINE OF CONTENT

I. Important value conflicts and factual questions are involved in controversies over possible dangers to our country from extremest groups, about what actions if any are needed to preserve our security from such groups, and about possible dangers to our freedoms which may arise in trying to preserve our security.

  A. People disagree about whether or not extremists groups or about which extremest groups threaten the security of our country; those who do agree about a threat disagree about what actions should be taken to meet the threat.

    1. In part the controversy over courses of action to take involves a value conflict between the national security (against both external and internal threat) and personal freedoms, particularly civil liberties. Some of the acts which arouse controversy over this value conflict also involve other value conflicts such as human life vs. human liberty or national security, etc.

    2. In part the controversy arises out of a dispute over factual questions.

      a. One group of factual questions is related to whether or not the different extremist groups really are a threat to national security and if they are to what degree they are a threat and why they are a threat.

TEACHING PROCEDURES

Initiatory Activities.

1. Use some fairly recent examples of extremist action on both the far left and the far right. Use the most recent examples you can find as well as examples such as the following.

   a. Have pupils examine a series of peace actions taken during the Viet Nam War such as: 1) an article or picture of a draft card burner, 2) a recent peace rally or peace march or picketing or sitdown, 3) an article about the booing of U.S. political leaders at Universities where they have been speaking about foreign policy issues, 4) the McComb Anit-War Petition of 1965.

   Give pupils the same questions which have appeared on some recent opinion poll toward anti-war demonstrators or draft card burners, etc. Then have pupils compare their results with those found in the public poll.

   Now discuss: Do you think such actions should be permitted? Why or why not? If you think they should not be permitted, what do you think should be done about the situation? (Help pupils identify value conflict between national security and individual freedom and place each type of action on a continuum in terms of justified action in a democracy or action which is not justified or which is subversive. (Be sure to define the term subversive before pupils try to make such a scale.)

MATERIALS

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MATERIALS

Use current clippings from newspapers and recent magazine articles. Also use Reader's Guide to locate articles.
See "Selected Readings on Security Freedom Issues," for the McComb petition.

For an example of such a poll during 1967 see the article in the appendix on the Minnesota Poll published on May 21, 1967.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

b. Another group of factual qu
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security.

c. Still another group of ques
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b. Another group of factual questions is related to the effectiveness of different actions in trying to preserve our security.

c. Still another group of questions is related to the actual effects of different courses of action upon civil liberties.

b. Have pupils read statements such as: 1) Epton's speech at an open air meeting in Harlem an hour before the Harlem riots began in 1964, 2) the Editorial by Jerome in The Challenge, during the Harlem riots of 1964, 3) the statement by Carmichael during the Detroit riots of 1967, 4) excerpts from the speech by Brown at Cambridge, Md. just before riots began there in 1967, 5) pictures or articles of picketing and sit-downs in civil rights demonstrations, etc. Again have pupils try to decide whether each type of action is justified or not and what the value conflict is in this group of cases. Have them place each type of action on a continuum showing this value conflict (justified action in a democracy at one end and subversive activity at the other).

See "Selecte
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statements.

c. Have pupils read 1) about the arrest of Minutemen in 1966 including the reasons for the arrest and their stated reasons for their actions, 2) the section in Danger on the Right which describes the trouble which resulted from charges by the right in Amarillo, Texas and the bombing which took place in Midlothian, Texas, 3) some recent action taken by the Ku Klux Klan or extremist groups opposing civil rights, 4) an article illustrating a protest by an extreme right group toward the sale of any goods produced in communist countries, or any other examples of extreme action taken by a Far Right group very recently. In

See "Selecte
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See "Selected Readings on Security -- Freedom Issue" for the Epton and Carmichael statements.

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See "Selected Readings on Freedom -- Security Issue" Forster and Epstein, Danger on the Right, pp. 3-4, 13.

4. IS CURIOUS ABOUT SOCIAL DATA.

S. Defines problem by identifying values involved and factual questions which need investigating.

S. Checks facts against own background of information.

each case discuss: What are the assumptions on which the people who took this action operated? (Be sure to review the meaning of the term assumption) Can you accept this assumption? Why or why not? Do you approve of the action taken? Why or why not? Should such action be permitted? Why or why not? What should be done to prevent such action if you think it should not be permitted? Have the class identify the value conflict or conflicts involved in each case. Again they might develop a continuum showing acceptable action in a democracy at one end and subversive action on the other end. Try to place each example on the continuum.

2. Remind pupils of the reasons given by the Minutemen and other far Right groups for their actions. Ask: What group do the Far Right groups consider subversive? Are these groups the only ones you know about which consider the U.S. Communists dangerous? (Be sure to review the meaning of right and left in politics and the meaning which has been given to the terms "Far Left" and "Far Right.")

   Give pupils some of the questions in the poll on communism which Stouffer reported in his book. Include questions both on how people would treat communists and things advertised by communists and what danger people see in communism. Then have pupils compare the class results with the poll results made during the early 1950's. If they differ greatly, what might account for the difference? Also ask: What value conflicts are illustrated by answers to this poll? What factual questions are illustrated by the replies?

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   formity, ar
   ties, See
   24, 30, 31,
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   page 156-1
   Or see sum
   U.S. News
   May 6, 195

   Also read aloud some of the comments which people made during this poll on why they thought someone was a communist. Discuss: Do you think they are good indica-

   Stouffer,
   and Civil
   178.

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Stouffer, Communism, Conformity, and Civil Liberties, See esp. questions 24. 30, 31, 33, 51, 57, 58, 59 and questionsrelated to page 156-158.
Or see summary of book in U.S. News & World Report, May 6, 1955, p. 35.

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this poll on why they thought someone was a
st. Discuss: Do you think they are good indica-

Stouffer, Comm., Conformity, and Civil Liberties, pp. 176-178.

S. Generalizes from data.

S. Defines problem by identifying factual questions which need investigation.

S. Sets up ways of testing hypothesis.

S. Defines problems by defining terms.

S. Checks on the bias of authors.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

tions of communism? If you think they are poor indications, what problems would arise if many people held these views?

If there has been a recent public opinion poll on attitudies toward communism, have pupils compare these results with those obtained in the early 1950's. What changes have taken place?

3. Have pupils read quotations from J. Edgar Hoover and others who are not in Far Right groups about the danger of communism in the U.S. Read some quotations from the late 1940's and the 1950's and some from recent years. Why do these people think there is a danger? How strongly do they seem to feel about this danger?

   Now have pupils read several quotations from people who no longer consider the party dangerous. Ask: Why is it important to assess the danger of communists in this country?

See "Selected
Freedom - Secu
Also use Reade
locate current

4. Now say: Suppose for a moment that we use a working hypothesis that Hoover and some of the other authors are right and that the Communist Party in the United States is dangerous to our security. What evidence should we look for in order to test this hypothesis? What problem arises over definition in this hypothesis? (Have pupils try to define the term "dangerous" in operational terms.)

5. Display a few examples of some of the literature put out by different groups who believe that communists are very dangerous and taking over control in more and more groups. Project one example and have the class analyze some of the charges made and what the pamphlet indicates about the

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S. Distinguishes relevant from irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.

S. Identifies words and phrases which are intended to persuade.

S. Identifies assumptions.

S. Checks on the bias of authors.

S. Identifies words and phrases which are intended to persuade.

S. Defines problems by identifying values involved and factual questions which need investigating.

group which prepared it. Also analyze the materials to see what kinds of evidence are presented for the charges and statements, to determine relevancy of evidence, to identify assumptions, persuasion devices, etc. Tell the class that they will have a chance to examine further examples later in the unit.

6. Point out that one author, Roger Burlingame, has written a book called The Sixth Column. Point out that he includes one chapter called "The Subversive Right." Ask: What does this title indicate about his views of Extreme Right groups today? Make sure that pupils understand the meaning of Fifth Column (see dictionary). Then read Burlingame's explanation of his term The Sixth Column.

Burlingame, T
p. 8.

7. Now read aloud excerpts from the conclusions to Epstein and Forster's book on the Birch Society in which they summarize their ideas about the dangers from that society. Point out that many people support this group and others believe that such groups on the Far Right are doing an invaluable job in helping to prevent communists from taking over our country.

Epstein and F
on the John B
1966, ch. 11.

Ask: What do we need to study about the communists in this country if we are to assess the charges against the Far Right groups? Why?

Point out that this unit will focus upon possible dangers to our security from extremist groups of both the Far Left and the Far Right. Recently there has been much talk about the New Left which some claim has replaced the influence of the Old Left and of the Communist Party of

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the U.S.A. The unit will examine some of these "New Left" groups so pupils can decide whether the groups shall be classified as "extremist" and if they are dangerous to our national security.

Explain that the unit will not deal with all of the civil rights movements since the class will be studying another unit on the race problem in this country. However, the value conflict may be very similar when the groups supporting civil rights move toward violent means or inciting violent means. Moreover, Far Right groups have charged that race riots and some of the other civil rights action have been fomented by communists. Therefore, some of the charges must be examined in connection with this unit.

8. Remind pupils that one side of the value conflict which they have been examining is the value placed upon individual freedom and civil liberties. At this point, it might be wise to find out briefly some attitudes of Americans and the members of the class toward these liberties, as well as some of the kinds of incidents which have arisen which make some people fear that we could lose our civil liberties if we are not careful about any actions taken in the struggle to preserve our national security.

Give pupils questions from a recent poll on attitudes toward civil liberties in this country. Compare these results with those of general American public.

Or give pupils some of the questions in the Purdue study of attitudes of young people. Let them compare their class results with those of young people in general at the time the poll was taken.

For Purdue
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can Teenage
194-196; R
lin, "Swee
Phi Delta
pp. 23-24.

Quote conclusions drawn by the Purdue Study or the authors of the more recent poll. Ask: What problems

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For Purdue study, see Remmers and Radler, *The American Teenager*, pp. 187-190, 194-196; Remmers and Franklin, "Sweet Land of Liberty, *Phi Delta Kappan*, Oct. 1962, pp. 23-24.

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do you see in generalizing too much about people's attitudes from this poll? (Discuss way in which questions were framed.)

9. Cite or have pupils read about some of the examples of restrictions which led many people to worry about the extremes to which people may go in trying to fight communism. Then discuss each group of examples in terms of value conflicts raised by the action, the factual assumptions back of each value position taken, and the probable results of the action.

a. Use examples of censorship such as 1) the attempt in Indiana to have Robin Hood kept out of schools, 2) the one-time Denver school board ban on any book whose author did not support "the principles of American constitutional government," 3) the banning of the book Profile of America from overseas libraries; etc.

See Appendix

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G. The contrast between democratic and undemocratic political systems may be looked at as a conflict in basic underlying values.

b. Use examples of extremes to which people's fear of communism led them such as 1) the seizure of penny-candy machines in Wheeling, W. Virginia because one of geography lessons eclosed in candy read: "U.S.S.R. Population 211,000,000. Capital, Moscow. Largest country in the world." 2) the order in Indiana that professional boxers must take non-communist oaths before boxing in Indiana; etc.	See Appendix.
c. Use examples of people who were incorrectly mistaken for communists or communist supporters and who faced difficulties as a result. (e.g. example of Dora V. Smith, a former U. of Minn. Professor who was barred from a speakers list after being confused with a Dora B. Smith who wrote for the Daily Worker; the attack on Agnes Meyer associated with the Washington Post because a Mrs. G.S. Mayer of another city had been quoted by the journal Soviet Russia Today as expressing admiration for the Soviet Union.)	See Appendix. Time, Mch. 2, 1953.

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S. Checks on the bias of the author.

S. Defines problems by defining terms and values involved.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

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ABOUT SOCIAL DATA.

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with the demands of in-
The continuing attempt
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perhaps, the central prob-
of political philosophy
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oblems by defining terms
involved.

st between democratic
mocratic political sys-
e looked at as a conflict
derlying values.

relationship to democracy
and obvious one; the or-
of majorities, the com-
goals, and the ability
which democracy presupposes,
on a high degree of per-
dom.

B. In a democracy it is not easy to set up a dichotomy between security and individual freedoms since one of the things many wish to secure are these freedoms.

d. Use examples in which charges of communism have been levied to try to prevent or attack some disliked action. For example: 1) Use the New York Congressman's attack on the bill to give Hawaii statehood because it would "deliver the Hawaiian state government to the Communist Party on a silver platter." Discuss: Why might he use this argument for attacking the bill? Has Hawaii become a communist-controlled state? What other accusations have you heard recently about important social and political movements being communist-dominated? 2) Use examples of the way in which communist charges have been levied at fluoridation. Quote some of the charges. Discuss: Why do you think people might levy such charges?

e.g. Time,

Reporter,

10. [illegible] out to the class that they have been talking about conflict issues between freedom and civil liberties on the one-side and security of the country on the other. Say: Let's examine this conflict more carefully before [illegible] continue this unit. We need to define the term secur[illegible] which we have been using. What do you think security [illegible] country means? (Ask further questions as needed [illegible] pupils differentiate between internal security [illegible] dangers from without.) Then discuss: Why do you [illegible] preserve the security of our country? What do [illegible] preserve? (Pupils are likely to bring out [illegible] independence from foreign domination and [illegible] of certain aspects of our life which [illegible] destroyed, such as freedom, etc.)

[illegible] you wish to secure is individ[illegible] the issue of national secur[illegible] ity [illegible] line, with national secur-

e examples in which charges of communism have been
vied to try to prevent or attack some disliked ac-
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minated? 2) Use examples of the way in which com-
nist charges have been levied at fluoridation.
ote some of the charges. Discuss: Why do you
ink people might levy such charges?

e.g. Time, May 23, 1955.

Reporter, June 16, 1955.

out to the class that they have been talking about
ct issues between freedom and civil liberties on
ne-side and security of the country on the other.
Let's examine this conflict more carefully before
ntinue this unit. We need to define the term secur-
hich we have been using. What do you think security
country means? (Ask further questions as needed
p pupils differentiate between internal security
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preserve? (Pupils are likely to bring out
independence from foreign domination and
of certain aspects of our life which
e destroyed, such as freedom, etc.)

you wish to secure is individ-
the issue of national secur-
line, with national secur-

S. Defines problem by identifying factual questions which need investigating.

C. This unit will provide opportuni
lyze both the factual questions
positions involved in controvers
we can preserve our security wit
ficing essential civil liberties

lem by identifying
tions which need in-

C. This unit will provide opportunities to analyze both the factual questions and the value positions involved in controversies over how we can preserve our security without sacrificing essential civil liberties.

ity at one end and liberty at another and any position taken on an issue involving them placed on a point somewhere on this line? Why or why not? For what kinds of governments does this kind of diagram seem most suitable? Does the fact that we wish to preserve national security in part to preserve freedom mean that we can never limit any freedoms in order to preserve security? Why or why not?

11. Point out that this unit will deal with possible ways of preserving our security without sacrificing essential freedoms. Discuss: What factual questions do we need to investigate before we examine proposed courses of action? (Try to bring out the need to examine the problem more closely. How dangerous are communists and the New Left groups? How dangerous are the Far Right groups? Why might it help to know why people join such groups before we try to decide what courses of action to take?)

    Remind pupils of differences of opinion about civil liberties. Ask: What factual questions do we need to investigate about civil liberties before we analyze proposed courses of action. (Try to bring out the need to look more carefully at these liberties to decide just how essential any or all of them are to our form of government and our security before we analyze courses of action which might interfere with these liberties.)

    Now ask: What kinds of factual questions do we need to investigate as we analyze different courses of action which have been used or might be used to try to defend our security against possible subversion? (Use additional questions as needed to help pupils understand the need to find out as much as possible about the effectiveness of the courses of action in achieving goals and the effects upon civil liberties.) Remind the class that they should also continue to examine value conflicts and try

S. Considers alternative courses of action.

S. Sets up hypotheses about consequences of alternative courses of action.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

to clarify their own values as they relate to the basic questions raised in the unit.

12. Have the class list all of the alternative courses of action which they can think of at this time to try to preserve security without sacrificing essential freedoms. Also have them list the probable consequences which they think might follow each course of action. (This might be done in the form of hypotheses.) Save this list for additions and checking later in the unit.

13. Give pupils a student unit consisting of the general questions to be studied -- or major parts of the unit, so that they can keep these points in mind as they study. As far as possible use questions raised by the class in activity 11. (Do not include specific questions at this point on alternative courses of action or even on communism. Give pupils separate lists of questions on these parts as you come to them in the unit.)

    The student unit should also include a list of possible activities and an annotated bibliography for the activities. Discuss some of the activities in class in order to arouse interest in them. Let pupils suggest other activities they would like to do. Have pupils turn in sheets of paper with their names and first three choices for activities during the unit, numbered in order of choice. You may wish to have pupils select only activities on extremist groups at this time. Before beginning the sections on civil liberties and on alternative courses of action, they could add to suggested activities in the student guide and select things which they wish to do on those parts of the unit.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

II. Many people see threats to the s
country both from groups on the
from groups on the Far Right.

ABOUT SOCIAL DATA
BEHAVIOR AND WISHES
D STUDY FURTHER IN
SCIENCES.

11. Many people see threats to the security of this country both from groups on the Far Left and from groups on the Far Right.

Overnight, try to make an assignment of activities, considering pupils' choices, and the difficulty of materials which must be used for each activity. If too many pupils wish to do one activity, you will have to assign second and third choices to some pupils. If a pupil wishes to do an activity for which materials are too hard, you may wish to assign him his second choice. Keep a record of which pupils get second or third choices during this unit, so that in the next unit you can try to give them their first choice. Make out a tentative schedule for students so that they will know approximately when they must have their activity ready.

Developmental Procedures

14. Whether or not you wish to take up the Far Left and the Far Right groups separately or together depends in part upon the number of materials you have available for use. If you lack enough materials for all members of the class to use on each, you may wish to have pupils specialize on the Far Left or the Far Right and become resource people for discussing that group during class discussions. In this case, comparisons can be made between the Far Left and Far Right groups as you proceed. (e.g. What similarities or differences are there in reasons why people join the groups? in reasons why they leave the groups? in tactics used? etc.)

If you wish to teach the Far Left and the Far Right separately as is suggested in this unit, you could shift the order in which you take them up, depending upon which seems to be more prominent in the news at the moment. However, logically, it is difficult to deal thoroughly with the Far Right groups without examining the Far Left first.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

A. HAS A REASONED LOYALTY TO THE U.S. AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.

S. Checks on the completeness of data.

A. The Communist Party has been dec
portance in the U.S. but many pe
see it as a threat to the securi
country. This is also the view

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TO MAKE IT AN EVER-
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he completeness of data.

A. The Communist Party has been declining in importance in the U.S. but many people still see it as a threat to the security of the country. This is also the view of the FBI.

Whichever course you choose to use in this part of the unit, you might bring to class a great variety of materials on the section to be studied and let pupils begin their work on individual and small group activities at this time.

15. Remind students that they have read comments by some of those who fear communism in this country. What dangers did these people see? On the basis of what you have studied in the 11th grade course, do people have reason to fear what will happen to civil liberties and other individual rights if the communists were to take over control of the government? Why or why not?

    If pupils have not had the 11th grade course in the Center's program, you may wish to have a panel present a discussion on Civil Liberties in the Soviet Union and China. Or [illegible] wish to take more time to do some of the activ[illegible] the unit on the Soviet Union and Chi[illegible]

    Discus[illegible] if American Communists gained [illegible]t, they would treat civil liber[illegible]munists have treated them in [illegible]a? Why or why not? What [illegible]rity do people worry [illegible]try? (Discuss threats of war.)

S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts and inferences.)

G. Ideologies are important for the structure they give to the political system, the answers the give to ambiguous situations, and the cues for responses they suggest; that is, an ideology is a guide, manual and cue-book.

G. People with different ideologies perceive things differently.

S. Sets up hypotheses.

S. Deduces possible consequents from hypotheses (if-then statements) to guide collection of information.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

16. Review the basic Marxian principles with the class. Or, if pupils have not had the Project Social Studies course for the eleventh grade, use some of the activities designed to teach these principles in the unit on the Soviet Union.

    Ask pupils to try to find out in their readings how closely the American Communist Party has followed these ideas? Has there been any difference in different periods during which the Party has existed? Is it important whether or not U.S. Communists believe in Marxian ideology? Why or why not?

17. Before pupils begin a study of communism in this country, let them set up possible hypotheses about what makes Americans turn to communism. (They can draw on what they have learned about other areas of the world and what they have found in newspapers and magazines.) Let pupils develop a series of if-then propositions which would have to follow if these hypotheses were true. They should then try to see whether the evidence they collect supports or contradicts these derived statements and so the hypotheses. Discuss the importance of the scientific appproach of searching for evidence to disprove hypotheses as a means of testing them.

18. Bring in many books and articles on the Communist Party in the U.S. Provide pupils with annotated lists of these materials and tell them a little more about the books. Tell them to come the next day prepared to select a book or a number of articles to read. See Bibliography.

S. Distinguishes between relevant and irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.

S. Checks on the accuracy of information. (Checks on the bias and competency of authors; checks facts against own background of information; looks for points of agreement and disagreement among witnesses and authors.)

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Detects inconsistencies in material.

S. Takes notes on reading, using note cards.

S. Adjusts reading rate to purposes in reading and to type of material read.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

Give pupils a series of questions to guide their reading about the Communist Party. Let them add other questions in which they are interested.

See Appendix fo
list.

19. Discuss: What problems would you expect to have in trying to find answers to these questions? Review with pupils the kinds of questions which they should ask themselves as they evaluate their sources of information. They should be able to think of many of them from their study in previous years. Suggest others as needed. (Perhaps give pupils a dittoed sheet of questions, summarizing what has been said, to guide their reading.)

20. Review with pupils the use of note cards in taking notes on books. Ask: What kinds of headings might you use as you take notes on the American Communist Party and on the Progressive Labor Party? Also review the need to adjust reading rate to different kinds of materials and purposes. Use examples from books pupils are reading.

21. Now give pupils 4 or 5 days in class to make a good start in reading their books. Each day, interrupt the reading during the last part of the hour to do several of the fol-

ils a series of questions to guide their reading e Communist Party. Let them add other questions they are interested.

See Appendix for a possible list.

What problems would you expect to have in try- ind answers to these questions? Review with he kinds of questions which they should ask them- s they evaluate their sources of information. uld be able to think of many of them from their previous years. Suggest others as needed. (Per- e pupils a dittoed sheet of questions, summariz- has been said, to guide their reading.)

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S. Checks on the bias of authors and witnesses.

S. Checks on the bias and competency of authors and witnesses.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Reads for main ideas.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

S. Checks on the bias of authors and witnesses. (Notes whether author would be hurt by opposite report.)

lowing or similar activities. (Doing so will vary procedures in order to keep interest from flagging and will also help achieve important objectives of the unit.)

a. Discuss: What kinds of things have you found so far about the bias of your authors? How do you know what the bias is?

b. Point out that some pupils are reading books by ex-communists, while others are reading secondary accounts or reports of studies. Discuss: Is a primary source always more reliable than a secondary account? Why or why not?

c. Give pupils a two-or-three page statement about some aspect of the Communist Party in the U.S. Have them read for main ideas rather than details. Then give them three possible summaries for this statement: a good one, a poor one, and one somewhere between in quality. Have pupils pick out the best one and explain their reasons for doing so. Discuss choices in class. Go back to original article and discuss use of introduction, close, headings, first sentences or devices to aid one in picking out main ideas.

d. Read aloud a quotation from one of the attacks on communists during the period when some of the books pupils are reading were written. Or give examples of what happened to communists or suspected communists during this period.

Discuss: Suppose you were an ex-communist, would you write a book about your experiences? If so, why? If you wrote a book, do you think that the climate of opinion at the time might affect what you say? Why or why not? (Remind pupils of the problems of trying

G. Culture is always changing.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence. (Examines sample used in study to see if it is representative of population for which generalizations are being made.)

S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts and estimates.)

S. Checks on the bias and competency of authors and witnesses.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

to detect the purposes in writing and whether or not someone would be affected adversely by a different report.)

e. Ask pupils how many are reading books about the 1920's? the 1930's? the 1940's? the 1950's? the 1960's? Why is it important to distinguish between them? Point out the need for pupils to point out the date for their information as they discuss the material in class.

f. Have those who are reading the Ernst and Loth study tell the class about how the study was conducted and when. Discuss: How much faith do you think you can put in what the authors conclude about U.S. communists? Now do the same with the study by Almond. Discuss problems of sampling and how people will respond so that pupils will see the need for limiting their generalizations to certain groups and periods.

Ernst and Lo
the Am. Comm
Almond, Appe

g. Give pupils recent quotations about the number of communists in the U.S. today. Quote someone about the number of fellow-travellers. (Be sure to ask what this term means generally.) Ask about each: Is this a fact or an opinion? Why is it necessary to estimate the numbers? What problems arise in trying to do so? (Be sure to discuss the problem of lack of membership cards and of defining the thing to be counted in the case of fellow-travelers.)

Use current

h. Come back to the question of evaluating sources of information in terms of competency of authors and completeness of data. Ask pupils who are reading books by ex-communists: What chances did these people have to observe the inner workings of the party? How many of them were top leaders?

Almond, Appe
Ernst and Lo
the Am. Com

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Ernst and Loth, Report on the Am. Communist.
Almond, Appeals of Communism.

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Use current articles.

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have to observe the inner workings of the party?
many of them were top leaders?

Almond, Appeals of Communism.
Ernst and Loth, Report on the Am. Communist.

S. Takes notes on reading, using note cards.

S. Uses specialized references to check on authors.

S. Communicates effectively by clarifying purpose or theme, organizing material to fit theme, and considering audience for whom he speaks or writes.

S. Organizes his information into some logical pattern which fits his topic.

S. Differentiates between facts, inferences, and value judgments.

Now have someone who has read one of the studies by Almond or Ernst and Loth on a number of ex-communists comment briefly on whether or not studies of a wider sample have shown that leaders and others are basically similar or different.

i. Collect some of the reading notes made by students thus far. Without telling whose card you are discussing, project several good and poor examples. Have the class discuss what makes the note cards good or poor and how the poor ones might be improved.

j. Review with pupils the references which can be used to locate data on authors as a help in checking on their competency. Bring copies of their references to class. Let several pupils use them. Each can tell the class something about his author.

k. Help pupils set up criteria for good oral reports. Be sure to spend some time on kinds of organization possible for different themes or purposes. Also have pupils discuss ways of preparing for reports. Set up an evaluation sheet to use in grading reports.

l Now do the same thing with criteria for good symposiums and panel discussions.

m. Review with students the differences between facts, inferences, and value judgements. Ask pupils for examples of each from books they are reading. Then give pupils an exercise in which they must mark a series of statements F (for fact), I (for inference), or V (for value judgment). Discuss exercise in class. Also discuss possible advantage of using this classi-

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA, SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Recognizes differences in difficulty of proof. (Distinguishes between facts and inferences.)

S. Checks on the bias and competency of authors. (Notes opportunity for witnesses to observe events.)

S. Checks on the completeness of data.

S. Draws inferences from tables.

1. The Communist Party is no
bers but is more of a thr
numbers would indicate.

   a. Most people in this co
   the Communist Party ha
   through at least most
   the U.S.S.R. Certain
   followed the twists an
   policy.

      1) At times the party
      ceived direct orde
      other times it wat
      nouncements from wh
      cues, e.g. In 192
      Party in the U.S.
      stone as U.S. lead
      ity in its convent
      rep. received a ca
      was reversed with
      chosen.

      2) Many of those who
      perceive it as con
      viet Union. Leade
      to mention this fa
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      aware of the tie o
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s to observe events.)

n the completeness of data.

ferences from tables.

1. The Communist Party is not strong in numbers but is more of a threat than its numbers would indicate.
    a. Most people in this country think that the Communist Party has been controlled through at least most of its history by the U.S.S.R. Certainly, the party has followed the twists and turns of Soviet policy.
        1) At times the party apparently has received direct orders from Russia; at other times it watches Russian pronouncements from which it takes its cues, e.g. In 1929 the Communist Party in the U.S. elected Jay Lovestone as U.S. leader by a big majority in its convention. The Comintern rep. received a cable and the decision was reversed with Browder and Foster chosen.
        2) Many of those who leave the Party perceive it as controlled by the Soviet Union. Leaders are more likely to mention this fact as a reason for dissatisfaction than are nonleaders. Whether this is because they are more aware of the tie or find it more disagreeable has been disputed.

fication over one which merely distinguishes between facts and opinions.

22. Remind pupils that many have claimed that the Communist Party takes orders or is controlled from the U.S.S.R. (Perhaps read aloud several quotations to this effect.) The Party, on the other hand, has denied this statement.

e.g. Hoover
munism, p.
Overstreet
What We Mus
munism, p.

Discuss: What evidence, if any, have you found in your readings on whether the U.S. party was controlled by Moscow? Could the Party in this country agree on general policies without taking orders? Why? (Relate to ideological basis for party.) What kinds of things might tend to indicate more than just general policy agreement because both are communists?

If pupils report different things from their readings, have them discuss the sources from which they got their information and the time period about which their material was written. To what degree do sources about the same period agree or differ? To what extent do ex-leaders differ from ex-run-of-the-mill party members? Why might there be a difference?

23. Now show pupils Almond's tables which show the percentage of ex-communist party members who saw the party as controlled from Moscow while they were members and noted this control as basis for dissatisfaction. Were Party leaders or non-leaders more likely to note this?

Almond, App
p. 329.

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; and opinions.

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akes orders or is controlled from the U.S.S.R.
; read aloud several quotations to this effect.)
:y, on the other hand, has denied this statement.

e.g. Hoover, A Study of Communism, p. 157.
Overstreet and Overstreet, What We Must Know About Communism, p. 136.

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; or non-leaders more likely to note this?

Almond, Appeals of Communism, p. 329.

S. Deduces possible consequents from hypotheses (if-then statements) to guide collection of data.

S. Tests hypotheses against data.

S. Detects inconsistencies in material.

S. Looks for relationships among events.

S. Looks for causative factors other than those mentioned.

3) The Party line i
overnight : with
policies.

a) Members joine
from 1934-39
and Hitler's

b) Following the
munists dropped
Front, oppos
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c) After German
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hypotheses against data.

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for causative factors other
those mentioned.

3) The Party line in the U.S. has shifted overnight with reversals in Soviet policies.

   a) Members joined the popular front from 1934-39 and denounced Fascism and Hitler's Germany.

   b) Following the Russo-German pact, Communists dropped out of the Popular Front, opposed American entry into the war, picketed the White House, and sabatoged economic efforts through strikes.

   c) After Germany attacked Russia, American Communists became enthusiastic supporters of the war and urged American entry.

24. Summarize for the class the purpose of the Voorhis Act. Then ask: If you had been the leaders of the Communist Party in the U.S. at this time, what would you have done about the membership of the party in the Comintern? Now tell the class that the party cut off its membership in the Comintern just before the law took effect and announced in The Daily Worker that it was doing so "for the specific purpose of removing itself from the terms of the so-called Voorhis Act." Discuss: What did the U.S. Party imply by giving this reason for withdrawing from the Comintern? Do you think that this break would make much difference in the relationship between the U.S. Communist Party and the Comintern? Why or why not?

"Selected Readin

25. Review with pupils what they learned last year about changes in foreign policy in the U.S.S.R. Have a pupil make a short timeline to show these changes. Have the class examine the timeline.

Ask: What would you expect writings of Communist Party leaders and newspapers in this country to show just before and after these shifts if they did take orders from the U.S.S.R.? (Deduce consequences from hypothesis that Party did take orders from the U.S.S.R.) Also discuss: Would shifts necessarily mean that they were taking orders from the Soviet Union? What else might it show? Which would be more likely to indicate such a tie: an abrupt shift or a gradual one?

Now have pupils read excerpts from The Daily Worker just before and just after each Soviet shift in policy related to World War II. Have a pupil make another timeline just beneath the one on the Soviet Foreign policy shifts to show policy shifts of the U.S. Communist Party. Have pupils compare the two timelines as well as the speed of shifts. (Have pupils read and discuss only a few excerpts at a time.)

"Selected Read

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.S. at this time, what would you have done
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y and the Comintern? Why or why not?

"Selected Readings."

upils what they learned last year about
reign policy in the U.S.S.R. Have a pu-
ort timeline to show these changes. Have
mine the timeline.

uld you expect writings of Communist Party
ewspapers in this country to show just be-
r these shifts if they did take orders from
? (Deduce consequences from hypothesis that
e orders from the U.S.S.R.) Also discuss:
necessarily mean that they were taking
he Soviet Union? What else might it show?
e more likely to indicate such a tie: an
or a gradual one?

ls read excerpts from *The Daily Worker* just
st after each Soviet shift in policy related
II. Have a pupil make another timeline just
ne on the Soviet Foreign policy shifts to
hifts of the U.S. Communist Party. Have pu-
the two timelines as well as the speed of
e pupils read and discuss only a few excerpts

"Selected Readings."

S. Tests hypotheses against data.

d) Following the war
who wished to mai
front and work ou
communist policy,
French communists
out of office. F
placed him, proce
the Marshall Plan

e) In 1961 the U.S.
abrupt shift in p
the Soviet Union
testing.

4. The Communist Party in the
divided in 1956 after Khru
attacking Stalin and after
viet troops to put down th
olution; however, Gates was
in his efforts to have the
more independent of Soviet

hypotheses against data.

d) Following the war, Earl Browder, who wished to maintain the united front and work out an American communist policy, was attacked by French communists and then forced out of office. Foster, who replaced him, proceeded to attack the Marshall Plan, NATO, Tito, etc.

e) In 1961 the U.S. Party made an abrupt shift in point of view after the Soviet Union resumed nuclear testing.

4. The Communist Party in the U.S.A. became divided in 1956 after Khrushchev's speech attacking Stalin and after the use of Soviet troops to put down the Hungarian revolution; however, Gates was finally defeated in his efforts to have the Party become more independent of Soviet policies.

Now discuss: Does this evidence support or refute the hypothesis about the tie between the two parties? Does it prove that the Communist Party in the U.S. was taking orders? Why or why not?

26. Have a pupil give a report on the expulsion of Browder as leader and then as a member of the Communist Party after World War II. He should describe the extent of Browder's control before 1945, the eulogy on Browder's birthday in 1945, the Duclos letter a week later, and the ensuing attack on Browder by American communists. Afterwards discuss: What light does this incident throw upon the question of Soviet control of the U.S. party?

Howe and Cose
Party, pp. 43
Hoover, Study
p. 160.

27. Have pupils read statements made in The Worker just before and after the Soviet Union resumed nuclear testing in 1961. Ask: What do these statements indicate about whether or not the U.S. Party was controlled by Moscow?

The Worker, S
and Sept. 10,
see summary
of Communism,

28. Have a pupil report on the effects on the U.S. Communist Party of Khrushchev's denunciation of Stalin and the use of Soviet troops to put down the Hungarian revolt. He should describe the statements by Khrushchev urging peaceful coexistence and his comments on countries persuing their own "path to socialism" as well as a gist of his attack upon Stalin. He should also describe the struggle which took place between those who followed Gates and those who followed Foster, the Soviet position on this struggle, and the final outcome of the struggle.

Afterwards discuss: Does this series of events support or refute the hypothesis that the U.S. Communist Party is controlled by the Communist Party of the Soviet Union? Did the events take place before or after the party shifted its attitude toward nuclear testing?

Shannon, [illegible]
munism, pp.
and ch. 10

scuss: Does this evidence support or refute the
esis about the tie between the two parties? Does
ve that the Communist Party in the U.S. was tak-
ders? Why or why not?

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der and then as a member of the Communist Party
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he question of Soviet control of the U.S. party?

Howe and Coser, Am. Comm. Party, pp. 437-449, 452.
Hoover, Study of Communism, p. 160.

upils read statements made in The Worker just be-
nd after the Soviet Union resumed nuclear testing
51. Ask: What do these statements indicate about
er or not the U.S. Party was controlled by Moscow?

The Worker, Sept. 3, 1961 and Sept. 10, 1961. (Or see summary in Hoover, Study of Communism, p. 163.)

a pupil report on the effects on the U.S. Communist
of Khrushchev's denunciation of Stalin and the use
viet troops to put down the Hungarian revolt. He
d describe the statements by Khrushchev urging
ful coexistence and his comments on countries per-
their own "path to socialism" as well as a gist
s attack upon Stalin. He should also describe the
gle which took place between those who followed
and those who followed Foster, the Soviet position
is struggle, and the final outcome of the struggle.

Shannon, Decline of Am. Communism, pp. 274-78, 292-308, and ch. 10

wards discuss: Does this series of events support
fute the hypothesis that the U.S. Communist Party is
olled by the Communist Party of the Soviet Union?
he events take place before or after the party shifted
ttitude toward nuclear testing?

S. Generalizes from data.

S. Rejects all-none (black-white) reasoning.

4) The Party freque
posing U.S. fore
ing Soviet or Ch
crises between t
of these countri
the U.S. policy
and has no defen
icisms of the
over, at an ear
gress one leader

alizes from data.

ts all-none (black-white) ning.

4) The Party frequently takes stands opposing U.S. foreign policy and support ing Soviet or Chinese policies in crises between the U.S. and one or bot of these countries. Everything about the U.S. policy is pictured as wrong and has no defense. There are no crit icisms of the Soviet policies. More over, at an early hearing before Congress one leader said he would not

29. Have pupils read the letter of resignation from Clark, the foreign editor of the Daily Worker. Ask: What does this letter suggest about a possible tie of the U.S. party with that in the U.S.S.R.? What does it illustrate about the question of whether or not party leaders had to take orders from Moscow?

30. Now say: Let's look at some other statements by Communist leaders and former communist leaders in this country. Tell the class about Foster's role as a leader before Browder became leader. Then have pupils read his statement about his relationship with the Soviet Party. Have the class analyze the implications of the statement. Discuss: If you think Foster was taking orders, why was he doing so? Did he have to do so? Did he have to support the Soviet view during his struggle with Gates in 1956? Why might he have done so then?

See "Select

31. Read aloud a quotation from Browder made in the 1960's about his comments on possibilities of a Soviet-Nazi pact just before the pact and just afterwards. Have the class analyze his position to try to decide whether or not it illustrates that he was taking orders.

Simon, ed.
Thirties,

32. Have a pupil examine and report on some recent conflict situations between the U.S. and the Soviet Union or Red China. What did U.S. Communist Party leaders say about the actions of the U.S.S.R. or China? To what degree were the statements by these leaders ones which could be called "black-white" analyses of U.S. and communist actions? Could people agree with their statements without being communists? Is there any difference between their statements and those of non-communists who are also critical of U.S. actions?

upils read the letter of resignation from Clark,
reign editor of the Daily Worker. Ask: What
his letter suggest about a possible tie of the
arty with that in the U.S.S.R.? What does it il-
te about the question of whether or not party
s had to take orders from Moscow?

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leaders and former communist leaders in this
y. Tell the class about Foster's role as a
before Browder became leader. Then have pupils
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id he have to support the Soviet view during his
le with Gates in 1956? Why might he have done
n?

See "Selected Readings."

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ust before the pact and just afterwards. Have the
analyze his position to try to decide whether or
illustrates that he was taking orders.

Simon, ed., As We Saw The Thirties, pp. 241-244.

a pupil examine and report on some recent conflict
tions between the U.S. and the Soviet Union or Red
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lled "black-white" analyses of U.S. and communist
ns? Could people agree with their statements with-
eing communists? Is there any difference between
statements and those of non-communists who are also
cal of U.S. actions?

S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts, inferences, and value judgments.)

S. Sets up hypotheses.

S. Tests hypotheses against data.

fight if the U.S. and
go to war; later Fost
writing that such a w
and he would not supp
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5) Although the Party i
followed Soviet poli
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to enforce its decis
mericans do not wish
with Soviet orders.

es differences in difficul-
oving statements. (Distin-
etween facts, inferences,
e judgments.)

ypotheses.

potheses against data.

fight if the U.S. and Russia were to go to war; later Foster stated in writing that such a war would be wrong and he would not support the U.S. government.

5) Although the Party in the U.S. has followed Soviet policies, party membership has frequently declined as the party line has shifted. Moreover, the Soviet Union has little power (other than the power of fear) to enforce its decisions if the Americans do not wish to go along with Soviet orders.

33. Give the class an exercise on differentiating between fact, inference and value judgment about statements on the Cummunist Party's ties with other countries.

See Appendix.

Discuss the exercise in class. What difference is there between the inference about taking orders and the inference about changes in party line in the Daily Worker?

34. Discuss: Does it matter particularly whether or not the U.S. Party is actually controlled by the Soviet Party as long as it takes the same stand as the Soviet Party? Why or why not?

35. What could the Soviet Party do if the U.S. Party did not take orders or go along with the Soviet Party? What could leaders do if party members did not go along with Soviet policies or orders? What would you expect to have happen to Communist Party membership in this country when Soviet policy switched to become more anti-American?(Tell pupils that they should keep this question in mind as they look at membership figures shortly.)

36. Discuss: Do you think the evidence supports or refutes the hypothesis that the U.S. Communist Party takes orders from the Communist Party of the U.S.S.R.? Why?

S. Adjusts note-taking to type of oral presentation.

b. Communists have joined oth
tions and set up their own
izations. They have used
cial, economic, and politi
ination and unrest to help
for their cause.

S. Checks on the bias and competency of authors.

S. Looks for points of agreement and disagreement among witness and authors.

S. Generalizes from data.

S. Adjusts note-taking to type of oral presentation.

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t among witness and

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b. Communists have joined other organizations and set up their own front organizations. They have used cases of social, economic, and political discrimination and unrest to help gain support for their cause.

37. Review with pupils different systems of taking notes on oral presentations. Which systems are more appropriate for organized speeches or oral reports? Which systems are more appropriate for discussions? Why? Have pupils take notes on discussions according to one of several appropriate systems. Tell them you will collect and check notes for some discussion quite soon.

For exampl
and Thomas
and Speaki
Brown, 195

38. Hold a discussion on the basis of the reading pupils have done. What kinds of jobs do communists do for the party? How have they tried to win new members and support or sympathy for their cause? Of what importance has infiltration of organizations been? Of what importance has the setting up of front organizations been? What tactics have communists used to take over control of old organizations? Have pupils compare data from different books, compare sources, and generalize tentatively on the basis of the data presented.

39. Collect notes on the above discussion. Make suggestions for improvement of each paper. Select a good set of notes and a poor set of notes and project with an opaque projector (without showing names of pupils). Ask: Which set of notes is better? Why?

40. Have several pupils report on specific situations -- particularly recent ones -- in which communists have been involved in action activities concerning social, economic, or political discrimination or problems of international relations.

Afterwards, ask the class: Did any of your books report similar incidents? If so, what? Did any of them take issue with the ideas presented by these reports? Why?

ew with pupils different systems of taking notes on presentations. Which systems are more appropriate organized speeches or oral reports? Which systems nore appropriate for discussions? Why? Have pupils notes on discussions according to one of several opriate systems. Tell them you will collect and k notes for some discussion quite soon.

For examples, see Ralph Nichols and Thomas Lewis, Listening and Speaking, Dubuque: Wm. C. Brown, 1954.

a discussion on the basis of the reading pupils done. What kinds of jobs do communists do for the y? How have they tried to win new members and sup- or sympathy for their cause? Of what importance infiltration of organizations been? Of what impor- e has the setting up of front organizations been? tactics have communists used to take over control ld organizations? Have pupils compare data from ferent books, compare sources, and generalize tenta- ly on the basis of the data presented.

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VA

S. Rejects whole-part arguements and Insists upon further data.

G. Not all members of any group are exactly alike.

G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

S. Draws inferences from tables.

S. Generalizes from data.

S. Sets up hypotheses.

G. Not all members of any group are exactly alike. (Members of any group have varying degrees of interest and participation.)

c. The Communist Party re
votion and work for th
well-disciplined body
go to great effort and
aim across and who mak
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not all members are ec

whole-part arguements and upon further data.

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l members of any group are
y alike. (Members of any
have varying degrees of
st and participation.)

c. The Communist Party requires great devotion and work for the party; it is a well-disciplined body of people who will go to great effort and time to put its aim across and who make considerable personal sacrifices for the party. However, not all members are equally devoted.

Who were the authors used in the reports? In the books which took issue with them? On the basis of the facts presented, to what degree do the tactics used by the communists resemble or differ from those used by other groups? Does the fact that communists have worked in these movements make everyone who took the same side or also joined the movement a communist or fellow-traveler? Why or why not? Some people have charged that the communists try to use these movements to gain converts and publicity or to cause trouble, not really to help those suffering from poverty or discrimination. On the basis of your reading, would you agree or disagree? What evidence do you have for your conclusion? Even if some of the communists and their leaders in the movement were not motivated by a humanitarian desire to help these people, would this mean that all communists engaged in the activity lack such ideals? Why or why not?

Also discuss: Why might such communist activity win a number of supporters?

41. On the basis of reading done, have pupils discuss the amount of activity and work demanded of party members.

Almond, Ap
pp. 149-15

Project tables in Almond showing the amount of time members have devoted to party work. Have pupils compare these figures with time pupils' parents devote to their political parties or to community groups to which they belong.

Ask: How did this devotion to party work enable the party to gain influence or control over different organizations? What tactics did such devotion make essential

e the authors used in the reports? In the books
ook issue with them? On the basis of the facts
ed, to what degree do the tactics used by the com-
resemble or differ from those used by other groups?
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Almond, *Appeals of Communism*, pp. 149-150.

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igures with time pupils' parents devote to their
al parties or to community groups to which they

ow did this devotion to party work enable the
o gain influence or control over different organ-
s? What tactics did such devotion make essential

S. Rejects whole-part arguments.

S. Looks for points of agreement and disagreement among witnesses, authors and reports of research studies.

G. Members of a small group influence the behavior of other members by setting up and enforcing norms for proper behavior.

G. Social sanctions, both formal and informal, are used in the process of socialization and to maintain social control.

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

G. Members of a small group influence the behavior of other members by setting up and enforcing norms for proper behavior.

for those who wished to get control away from the communists later and keep communists out of control?

Also discuss: What effects do you think such demands upon party members might have upon many who joined the party? (Let pupils hypothesize about effects upon reasons for leaving party, but put off discussion of this point until later.)

42. Read aloud two quotations presenting contrasting viewpoints on the strictness with which party members had to follow the party line and party orders. With which point of view would pupils agree? Why? What tended to happen to those who did not wish to follow orders or the line? Was the party more lenient with some kinds of people than others? (Have pupils use data from books they have read in answering these questions.)

e.g. Hicks, Wher
as against one o
Budenz or Chambe
Hoover, Masters
p. 175.

43. Have a pupil report on Meyer's analysis of how a cadre member of the party is trained. Then discuss: How does such training seem to compare with that of other party members about whom you have read? Does there seem to be any difference between the training and discipline imposed upon cadre as against other members?

Meyer, Moulding

?ho wished to get control away from the com-
:er and keep communists out of control?

ss: What effects do you think such demands
members might have upon many who joined the
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r leaving party, but put off discussion of
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Was the party more lenient with some kinds of
others? (Have pupils use data from books
read in answering these questions.)

e.g. Hicks, Where We Come Out as against one of the books by Budenz or Chambers, Witness or Hoover, Masters of Deceit, p. 175.

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the party is trained. Then discuss: How does
ning seem to compare with that of other party
bout whom you have read? Does there seem to be
rence between the training and discipline imposed
e as against other members?

Meyer, Molding of Communists.

G. Social sanctions, both formal and informal, are used in the process of socialization and to maintain social control.

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

G. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior and a sharp change in his life may result in resocialization.

G. One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.

S. Looks for points of agreement and disagreement among witnesses, authors and reports of research studies.

S. Generalizes from data.

d. Communists have tried
in organizations, gove
industry etc. where th
position to help the c

1) In some positions t
to propagandize oth

2) In some positions t
to influence polic

3) In some positions t
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Soviet authorities.

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ithin a group is the involve-
some of its members in other
nd organizations with com-
goals and values.

r points of agreement and
ement among witnesses,
and reports of research
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izes from data.

d. Communists have tried to obtain positions in organizations, government, schools, industry etc. where they could use their position to help the communist cause.

   1) In some positions they have been able to propagandize others.

   2) In some positions they have been able to influence policies.

   3) In some positions they have been able to obtain information to pass on to Soviet authorities.

44. Discuss: Why might the Communist Party want to control those whom party members marry or want to rid members of loyalty to other groups?

45. On the basis of materials pupils have read, have them discuss: How have communists tried to gain positions of influence which would permit them to formulate policy or propagandize or gain access to information? How widespread was such infiltration? Does it seem to be declining? What evidence do you have for your conclusions?

Now have several pupils give oral reports on some of the espionage cases which have involved the Soviet Union. Afterwards, discuss: How much of a threat is the Communist Party in this country in terms of espionage? (Who were the spies? Were they members of the U.S. Communist

Use Reader
index to b
Bibliograp

s: Why might the Communist Party want to control those
rty members marry or want to rid members of loyal-
other groups?

basis of materials pupils have read, have them
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Party in this country in terms of espionage? (Who
he spies? Were they members of the U.S. Communist

Use Reader's Guide and index to books. See Bibliography.

4) In some positions
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atoge might be in
or actual damage t
terials.

5) Infiltration into
various kinds reac
many years ago and
greatly since ther
reasons.

S. Adjusts note-taking to type of oral presentation.

S. Generalizes from data.

S. Checks on the bias of authors and producers of material. (Notes whether author would be hurt by opposite report.)

e. Since the Smith Act
ments illegal, Commu
this country have no
overthrow of the gov
they have said they
through the ballot a
to put down the revo
who would not submit
statements advocated
throw of the governm
Soviet leaders in th
talked about the nec
tion.

usts note-taking to type of
l presentation.

eralizes from data.

cks on the bias of authors and
ducers of material. (Notes
ther author would be hurt by
osite report.)

4) In some positions they have been in a position to sabatoge industry if war were to break out with the Soviet Union or Red China. Such sabatoge might be in the form of strikes or actual damage to machines and materials.

5) Infiltration into organizations of various kinds reached its height many years ago and has declined greatly since then for a number of reasons.

e. Since the Smith Act made such statements illegal, Communist leaders in this country have not urged violent overthrow of the government; instead they have said they would win power through the ballot and would then have to put down the revolt of capitalists who would not submit. However, earlier statements advocated the violent overthrow of the government. Moreover, Soviet leaders in this period still talked about the necessity for revolution.

Party?) Would all communists be spies even though some were? (What have your books indicated about this question?) What might cause some people to spy for the U.S.S.R. even if they were not communists or Communist sympathizers?

46. Now collect pupils' notes on one of these reports. Criticize and return. Project a good and a poor set of notes and have pupils discuss what makes each good or poor. Compare the system of note taking on reports to that for taking notes on discussion.

47. Have pupils read excerpts from early Comintern statements, Communist Party constitutions and early statements by Communist Party leaders in this country about their attitude toward revolution, the Soviet Union, and the dictatorship of the proletariat. Briefly tell the class about the major provisions of the Smith Act. Then have them read quotations from Communist Party leaders after the Act was passed. How did the statements change? Why? Do pupils accept the post-Smith Act statements as more accurate or less accurate in expressing the views of leaders? Why? What effect might the change have had upon young people who were attracted to the party by some of the stated ideals and had not heard the earlier statements?

"Selected Readings."

S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts and estimates.)

S. Looks for relationships among events.

S. Generalizes from data.

2. The Communist Party has n
many members in terms of
lation of the U.S. or in
percentages achieved in s
European countries. Howe
support from some non-mem
out of the party for a va
Party membership has had
in this country but has b
drastically since World W
variety of reasons, howev
cult to know just how man
fellow-travellers there a
try, although the FBI tri

zes differences in diffi-
f proving statements. (Dis-
hes between facts and esti-

for relationships among

izes from data.

2. The Communist Party has never had very many members in terms of the total population of the U.S. or in terms of the percentages achieved in some Western European countries. However, it has had support from some non-members who stayed out of the party for a variety of reasons. Party membership has had its ups and downs in this country but has been declining drastically since World War II. For a variety of reasons, however, it is difficult to know just how many communists and fellow-travellers there are in this country, although the FBI tries to keep count.

48. Now read aloud excerpts from the New Program of the Communist Party U.S.A. as it relates to the type of activity and methods used to achieve a communist state in the U.S. Do pupils accept this statement as the real goal of the present party? Why or why not? Remind pupils of the Soviet policy of peaceful co-existence at the time the statement was made. Would this policy be likely to have affected the statement of the Communist Party in this country? Why or why not?

New Program
Party U.S.A
pp. 97, 99.

49. Have pupils indicate different figures they have found on the strength of the American Communist Party. Be sure they indicate dates for their figures. Compare different figures for the same dates. Why do they differ?

For severa
Hoover, Ma
p. 5 (for
Shannon, D
munism, pp
Howe and Co
Party, pp.

Ask: What other kinds of figures might you be able to find for the 30's and early 40's which might throw some light on the strength of the party? (If necessary suggest election figures.) Have a pupil use an almanac to make a large chart showing the vote for Communist candidates in elections in which they ran.

World Alma

50. Give pupils an exercise in which they are to mark each statement fact or estimate. The exercise should include statements which have figures on communist party membership or fellow-travellers.

See Append

51. Have a pupil make two graphs showing changes in estimated party strength over the years. He should have one show changes in votes for communist candidates for President. The other should show changes in estimated membership. Have these charts made to the same scale as the

ad aloud excerpts from the *New Program of the Com-* *Party U.S.A.* as it relates to the type of activ- d methods used to achieve a communist state in the Do pupils accept this statement as the real goal present party? Why or why not? Remind pupils of viet policy of peaceful co-existence at the time atement was made. Would this policy be likely to ffected the statement of the Communist Party in untry? Why or why not?	*New Program of the Communist Party U.S.A.* See especially pp. 97, 99.
upils indicate different figures they have found strength of the American Communist Party. Be hey indicate dates for their figures. Compare dif- figures for the same dates. Why do they differ?	For several estimates, see Hoover, *Masters of Deceit*, p. 5 (for 1930-1955). Shannon, *Decline of Am. Communism*, pp. 91-92, 360. Howe and Coser, *Am. Comm. Party*, pp. 527-528.
What other kinds of figures might you be able to or the 30's and early 40's which might throw some on the strength of the party? (If necessary sug- lection figures.) Have a pupil use an almanac to large chart showing the vote for Communist candi- in elections in which they ran.	*World Almanac.*
pupils an exercise in which they are to mark each ment fact or estimate. The exercise should include ments which have figures on communist party member- or fellow-travellers.	See Appendix.
a pupil make two graphs showing changes in estimat- rty strength over the years. He should have one changes in votes for communist candidates for Pres- . The other should show changes in estimated mem- ip. Have these charts made to the same scale as the	

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE: CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.

S. Looks for points of agreement and disagreement among witnesses and authors and reports of research studies.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence. (Examines sample used to see if it is representative of population for which generalizations are made.)

3. Members of the Communis
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    a. Not as much is known
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3. Members of the Communist Party are not all alike; they join for different reasons, differ in their degree of loyalty to the party, differ in the amount of work and the types of thing they are willing to do for the party, differ in their understanding of party ideology, and differ in the reasons which lead many of them to leave the party.

   a. Not as much is known about the hard core members and leaders; they may or may not be like those who join and then get out. However, one study has included a number of ex-party leaders. This study does show that by-and-large top leaders differ somewhat from lower-level leaders, who in turn differ somewhat from the ordinary member.

   b. Studies of former communist party members show that they come from different kinds of homes and income backgrounds, but that few come from extreme poverty. Such studies also show that most communists join when they are young. A large per cent are children of one or more foreign born parents, and many who have timelines on shifts in foreign policy. Also add to those timelines a few more events such as Khrushchev's denunciation of Stalin, the use of Soviet force to put down the Hungarian rebellion, etc. Now have pupils compare changes in party strength to these events. What factors seemed to make it easier for the U.S. Communist Party to gain members? What things seemed to bring about a loss in membership? Why?

52. Now hold a class discussion on the question: What have you found from your books about the kinds of Americans who join the Communist Party? What kinds of homes do they come from in terms of income levels? political background? religious background? What is their educational level? Are most of them foreign born? of poor educational level? etc. Get pupils to present data in answer to these questions in terms of the books each one has read. Pupils will disagree about some of the answers because of their different sources of information. When such disagreements show up, have pupils who disagree tell something about their sources of information. Discuss reliability of these sources.

Then ask pupils to generalize on the basis of all of this data. Having compared these different sources of information, what can you conclude about the kinds of Americans who join the Communist Party? Be sure to ask further questions if pupils generalize too widely. For example, if they accept some of the statements by Ernst and Loth as accurate for all communists, ask any pupils who have read Almond to comment. Also discuss the problems of sampling in the Ernst and Loth study as well as in the Almond study. Who were the people studied? Which groups were not studied? Is it possible that those who do not leave the party differ from those who do? What light does the Almond study throw on long-time members? Can you accept everything that an individual ex-communist or all of the ex-communists interviewed have to say about the party?

S. Checks on the bias of informants.

G. Members of any group are attracted to it for varying reasons, some of which have nothing to do with the goals of the organization.

S. Draws inferences from tables and charts.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

S. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.

S. Checks on bias of authors.

S. Rejects whole-part arguments.

G. Members of any group are attracted to it for various reasons, some of which have nothing to do with the goals of the organization.

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been in the party for sometime are foreign born. Most are not minority group members, although some are. Many come from liberal or even radical families, but many also come from conservative families.

c. People join the Communist Party for different reasons and usually for a combination of reasons. Some of these reasons seem to be more important in the U.S. than in some other countries which are not controlled by the communists.

Why or why not? Do you think they would be likely to be fairly reliable about their home background? age at joining party? attitudes of parents? How does Almond try to get around the fact that he has no figures on parental income? Which is really more important in terms of what might lead people to join the party: actual income and occupational level or what people think about it?

53. Have a pupil use the Almond study to make a series of charts showing something about the background of those who became communists in this country. Another pupil might make similar charts using the Ernst and Loth study. Have the class compare the two sets of charts.

Almond, A
pp. 202,
Ernst and
Am. Commu

54. Hold a discussion based on the wide reading about the reasons why people joined the Communist Party. Again list reasons on the chalkboard and try to find out how much agreement there is on each reason among the different sources. Discuss: Is a person's expressed reason necessarily the real one? Suppose a person thinks he is telling the truth? Do you think you can be sure that the reason or reasons he gives are the true ones? How did Ernst and Loth and also Almond try to identify some of the reasons which might not be expressed? What did they conclude about reasons for joining? Do the two studies agree on the reasons? Do there seem to be differences in reasons for different occupational or class groups? in different periods when people joined? Do you think most people who joined had just one reason for joining? To what extent did those who joined really know about and understand the Marxian-Leninist ideology? What kind of picture did most of them have of the purposes of the Party?

Project tables from Almond as a check on some of the conclusions. Also discuss: Do you think the reasons for joining are the same as those in the U.S.S.R. and China? Why?

Almond, A
pp. 100,

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Almond, Appeals of Communism, pp. 202, 210, 222, 198.
Ernst and Loth, Report on the Am. Communist, ch. 1.

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Almond, Appeals of Communism, pp. 100, 128, 135, 163.

S. Adjusts type of note-taking to type of oral presentation.

S. Draws inferences from tables.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

S. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.

S. Checks on bias of authors.

S. Rejects whole-part arguments.

G. Members of any group are attracted to it for various reasons, some of which have nothing to do with the goals of the organization.

S. Draws inferences from tables.

55. Once more collect pupils' notes on discussion and write suggestions for further improvement on each paper. Again you might project and discuss samples of good and poor notes.

56. Project some of the tables in Almond and have pupils analyze them to note differences among different groups and differences among Americans and French and Italians in terms of reasons for joining. After projecting and discussing some of these tables give pupils a written exercise on interpreting another of the tables on ex-communists. Then discuss findings in class.

Almond, *Ap*
pp. 195,

57. Now have pupils who have read Ernst and Loth and Almond explain more fully the emotional reasons some had for joining. Quote Almond on the kinds of emotional problems which might lead a person to the Party, and the other factors which apparently must combine with these problems to do so. Project tables to illustrate some of these points. Quote Meyer's contrary point of view about this cause. Then ask: Do those of you who read books by ex-communists find any support for the Almond and Ernst point of view? (Have them explain their answers.) Did those of you who read Hoover's chapters on the appeals of communism find any support for the point of view? What might explain the difference between Meyer and the findings of the two surveys? Have pupils who have read books by ex-communists decide whether they can identify any such factors in their books.

Almond, *A*
pp. 243,
(tables),
Meyer, *Th*
nists, p.

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Almond, Appeals of Communism, pp. 195, 196, 198, 243, 256.

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Almond, Appeals of Communism, pp. 243, 246, 253, 261, 281 (tables), ch. 10 for quotes.
Meyer, The Moulding of Communists, p. 92.

S. Draws inferences from tables.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION.

S. Rejects whole-part arguments.

S. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. Members of any group may disagree on many things not related to the particular goals of the group; they may also disagree about some of these goals and particularly about ways of achieving these goals.

S. Draws inferences from tables.

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als and particularly about
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ferences from tables.

d. Membership in the Communist Party in this country turns over fairly rapidly and the large majority of members remain with the party only a few years. People leave the Party for different reasons and combinations of reasons. Certain groups find it harder to break away than others do, even after they have begun to question their membership in the Party. Various factors seem to be involved in the degree to which groups find it difficult to break away at any one time.. Membership has declined after almost every big shift in the Party line except those which made the Party more acceptable to the American people (as during United Front days and the World War II alliance).

58. Have a pupil prepare a bulletin board dispaly on "Why Americans Join the Communist Party." He might use tables, draw cartoons, and use pictures as well as captions to illustrate the reasons.

59. Show pupils the tables in Almond which compare the kinds of appeals made in Soviet papers and in the Daily Worker. (Be sure to explain headings on tables before pupils study them.) What kinds of appeals did communists and those who read the Worker find in this country? Were the same things being emphasized in the Soviet Union? Why or why not? What effect might this difference have?

Almond, Appe
pp. 69, 70,
87.

60. Have a class discussion based on the reading pupils have done on why people left the Party. Again try to find out how much agreement there is among the different sources of information.

Almond, Appe
ch. 11 and p

Ask: How do these reasons for leaving compare with those the same people had for joining? Does there seem to be any relationship between lack of a clear picture of the party's ideology before joining and the reasons for leaving? What differences are there among the long-time party leaders, lower level leaders, and the ordinary party workers? (From time to time show pupils tables from Almond so that they can compare the findings in that study with some of the statements they have found in other sources. Use some of the tables for written exercises.)

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Almond, Appeals of Communism, pp. 69, 70, 72, 73, 77, 85, 87.

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Almond, Appeals of Communism, ch. 11 and p. 354.

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ty workers? (From time to time show pupils
from Almond so that they can compare the findings
t study with some of the statements they have
n other sources. Use some of the tables for
exercises.)

G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to those images rather than to the real world and real people.

G. People with different ideologies may perceive things differently.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Tests hypotheses against data.

S. Considers alternative courses of action.

61. Have a pupil pretend that he is a young person who joined the Communist Party during the United Front days against Fascism and left after the Soviet-Nazi pact. Have him draw two cartoons showing his image of the party in each period.

Have the class examine the cartoons. If no one has made cartoons, remind the class that some members left and some did not after this shift in party line. Discuss: Why might some members who joined during the United Front days of anti-Nazism as a means of fighting Nazism, fail to leave after the Soviet Nazi Pact in 1939? Have a pupil who has read Fast's book describe the way in which members' perceptions are affected by their ideology and by the communist communications which they read and discuss. Have the pupil who has read Meyer's book comment on his explanation of why more members are not disillusioned by the sudden shifts in party line.

62. Have a pupil prepare a chart showing the results of the Ernst and Loth study on how long people who got out of the Party stayed in the Party. Have pupils compare the two charts and generalize about them. Ask those who have not read the two studies to hypothesize about such questions as the following: Would high party officials, lower party officials, or ordinary party members find it hardest to bring themselves to make a break with the party? etc. Then have pupils who have read the Almond study discuss the evidence which would support or refute the hypotheses.

Ernst and Loth,
Am. Communist,
Almond, Appeals
pp. 336-337. 34

63. Discuss: Why did people hesitate to leave the party? (Have pupils use data from their readings in this discussion.) Do you think these reasons suggest any possible measures which might be taken in this country to encourage people to leave the party?

[illegible]

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Ernst and Loth, Report on the
Am. Communist, p. 14.
Almond, Appeals of Communism
pp. 336-337. 340.

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Do you think these reasons suggest any possi-
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ople to leave the party?

S. Draws inferences from tables.

S. Generalizes from data.

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S. Generalizes from data.

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e. Members of the Party seemed to differ greatly in terms of what they knew about the party's real aims, the amount they knew about espionage activities or control from Moscow, the degree to which they were willing to accept the party line or orders willingly, the degree to which party actions were in conflict with other values they held, the degree to which they were willing to sacrifice values, other relationships, and time for the party's cause.

from data.

64. Perhaps have each pupil write an imaginary letter which an ex-communist might have written to a relative or friend explaining why he joined the Communist Party, why he left, why he hesitated to leave, and problems he has faced since leaving.

65. Read aloud a brief quotation on the different ways in which ex-communists react to communism and conservatism. Point out that some feel that many will turn to extreme right groups or religion. Now project charts from Almond so that pupils can judge the accuracy of these hypotheses. Also have pupils examine tables to find out which groups were most likely to react by going to an opposite extreme or sheer political indifference.

Almond, *Appea*
pp. 356-359.

66. Remind pupils that they were to try to find out whether or not the communists in this country believed in Marxian ideology. Ask: On the basis of your present information, how would you answer this question?

67. Have a pupil prepare and explain a chart presenting the model of the Communist Party and the good communist Party worker as found through content analysis of leading Communist books.

Almond, *Appea*
ch. 3.

Discuss: How many of the people you read about seemed to live up to this model while they were in the Party?

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Almond, Appeals of Communism, pp. 356-359.

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Almond, Appeals of Communism, ch. 3.

How many of the people you read about seemed
to this model while they were in the Party?

G. Members of any group have varying degrees of interest and participation.

S. Checks on the bias and competency of authors.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.

(Was there any difference among different groups within the Party? Did the people you read about seem to be aware of the ideal model of party workers at the time they joined? How well do you think the majority of party members lived up to this ideal?)

68. Select students who have read books by ex-communists who were never really important in the party. Now select pupils who read books by communists who were espionage agents or leaders and remained communists for a long time. Have them compare what they found about their attitudes toward taking orders from the party, the means used by the party, their knowledge about the party's relationship to the U.S.S.R., their knowledge about spying, etc.

e.g. Hicks, Where
Out or Fast, Nake
against one of th
Budenz or Chamber

Or have several pupils read and prepare written reports on two different eye-witness accounts of life in the Communist Party. In each case, the two accounts should differ. For example, someone might read the account by Chambers and the account by Hicks. Another might read the account by Budenz and the account by Fast, etc. Have pupils identify points of difference about why people joined, what they did in the party, how they now feel about the party. They should also try to account for these differences.

Have these pupils report briefly on the itemized differences they found and possible explanations for them. Have each pupil comment on the reading rate which he had to use in making this kind of comparison. How did it differ from that which he would use in just getting general ideas about why people joined a party and what kinds of activities they undertook in the Party?

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e.g. Hicks, Where We Came Out or Fast, Naked God as against one of the books by Budenz or Chambers, Witness.

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ne Party?

S. Looks for points of agreement and disagreement among witnesses, authors, and reports of research studies.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Adjusts note-taking to type of oral report.

S. Looks for points of agreement and disagreement among witnesses and authors.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

4. The Communists have been cha
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4. The Communists have been charged with renewed activity, especially setting up new youth groups as Communist Party fronts and with infiltrating other youth groups of the New Left.

69. Have a group of students analyze typical written materials on the American Communist Party designed for high school students. They should compare the material with the findings of the Ernst and Loth and the Almond studies. Have them report their findings to the class.

70. Show the film Communism in the U.S. and have pupils compare the ideas presented in it with those they have found in other sources.

Film: Communis
Indiana Univer

71. Have a pupil report on the W.E.B. DuBois Clubs. He should analyze the charges that they are a communist front youth organization. He should also analyze the tactics which they use. In making his report, he should note different points of view he has found.

Afterwards, check pupils' notes on the report.

Luce, The New
pages. See in
Jacobs and Lan
New Radicals,
191-200.
See also Reade

72. A pupil might report on other New Left youth groups which Luce claims are front organizations or being infiltrated by the Communist Party of the U.S. He should analyze the degree to which different authors agree upon such a designation as well as the tactics used by the group, the extent to which members are Marxist oriented, and the estimates of membership, size.

Luce, The New
use index.
Jacobs and Lan
The New Radica
See also Reade

73. Give pupils Stauffer's question on what makes the communist party dangerous. Compare pupils' reactions now to those they had at the beginning of the unit.

Repeat some of the other questions which you gave pupils from the Stouffer study at the beginning of the unit. Compare reactions now to those before pupils studied the American Communist Party. Have reactions changed? If so, why?

oup of students analyze typical written mater- e American Communist Party designed for high udents. They should compare the material with ngs of the Ernst and Loth and the Almond studies. report their findings to the class.	
ilm Communism in the U.S. and have pupils com- deas presented in it with those they have found ources.	Film: Communism in the U.S., Indiana University, 30 min.
il report on the W.E.B. DuBois Clubs. He should e charges that they are a communist front nization. He should also analyze the tactics use. In making his report, he should note points of view he has found. , check pupils' notes on the report.	Luce, The New Left, scattered pages. See index. Jacobs and Landaer, ed., The New Radicals, pp. 48-53, 191-200. See also Reader's Guide.
ght report on other New Left youth groups claims are front organizations or being d by the Communist Party of the U.S. He lyze the degree to which different authors such a designation as well as the tactics e group, the extent to which members are iented, and the estimates of membership, size.	Luce, The New Left, p. 4 and use index. Jacobs and Landau, eds., The New Radicals. See also Reader's Guide.
s Stauffer's question on what makes the com- ty dangerous. Compare pupils' reactions now hey had at the beginning of the unit.	
e of the other questions which you gave pupils touffer study at the beginning of the unit. actions now to those before pupils studied the ommunist Party. Have reactions changed? If	

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

B. The Progressive Labor Party
party which follows the Chin
Party line.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

C. A number of other groups hav
grouped with the Progressive
some of groups considered Co
as part of "The New Radicals
Left." These groups react s

zes from data.

previously-learned concepts
ralizations to new data.

B. The Progressive Labor Party is a communist party which follows the Chinese Communist Party line.

r points of agreement and
ment among witnesses and

zes from data.

previously-learned concepts
ralizations to new data.

C. A number of other groups have come to be grouped with the Progressive Labor Party and some of groups considered Communist Fronts as part of "The New Radicals" or "The New Left." These groups react strongly to many

74. Have all pupils write editorials expressing their views on the extent to which the Communist Party in the U.S. constitutes a danger today and the reasons for their views. Perhaps have them focus upon their reactions to some recent statement about this danger.

75. Have pupils read excerpts from the article on "Perspectives of the Left" which appeared in the Progressive Labor Party organ Progressive Labor, and from the Preamble to the Constitution of the Progressive Labor Party. Does this preamble support or refute Luce's charges?

"Selected Rea

Discuss: What do these documents indicate about the point of view of the Progressive Labor Party ?

76. Have pupils give a panel report on The Progressive Labor Party. They should compare reasons why people join and leave it with those which the class has discussed for joining and leaving the Communist Party. They should report on Luce's interpretation of the relationship between this party and the Chinese Communist Party. One member of the group might check Progressive Labor Party materials to see what policies they are advocating in terms of foreign relations and especially the Chinese-Soviet rift. What light do these materials throw on Luce's claim about the tie between the U.S. and Chinese parties? The panel should also discuss tactics used by the party and compare them with those used by the Communist Party.

Luce, The New
also digest
Digest for Fe
Jacobs and La
Radicals, pp.

77. Have pupils read an excerpt from Flack's paper for the 1965 Students for Democratic Society Convention. Discuss: Does this sound as though the organization is communist? What would you need to know about the organization in order to decide whether or not it is a group

"Selected Rea

pupils write editorials expressing their views
xtent to which the Communist Party in the U.S.
tes a danger today and the reasons for their
Perhaps have them focus upon their reactions
recent statement about this danger.

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organ Progressive Labor, and from the Pream-
ne Constitution of the Progressive Labor Party.
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"Selected Readings."

What do these documents indicate about the
view of the Progressive Labor Party ?

ls give a panel report on The Progressive
rty. They should compare reasons why people
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r joining and leaving the Communist Party.
ld report on Luce's interpretation of the re-
p between this party and the Chinese Commu-
y. One member of the group might check Pro-
Labor Party materials to see what policies
advocating in terms of foreign relations and
y the Chinese-Soviet rift. What light do
erials throw on Luce's claim about the tie
he U.S. and Chinese parties? The panel should
uss tactics used by the party and compare them
e used by the Communist Party.

Luce, The New Left. (See
also digest in Reader's
Digest for Feb., 1967.)
Jacobs and Landau, eds., The New
Radicals, pp. 43-48.

ls read an excerpt from Flack's paper for the
ents for Democratic Society Convention. Dis-
es this sound as though the organization is
? What would you need to know about the organ-
n order to decide whether or not it is a group

"Selected Readings."

of the values of American socie
bring about drastic changes in

S. Looks for points of agreement and disagreement among witnesses and authors and other sources of information.

S. Defines problem by identifying values involved.

S. Generalizes from data.

S. Identifies assumptions.

S. Generalizes from data.

of the values of American society and wish to bring about drastic changes in that society.

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ints of agreement and
among witnesses and
other sources of in-

lem by identifying
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from data.

ssumptions.

from data.

dedicated to violence or to peaceful means to achieve its aims.

78. Now have a group of students present a panel report on Students for Democratic Society. They should describe different points of view and the sources they have used.

Jacobs and La
New Radicals,
149-180.

79. Perhaps have a group of students present a panel discussion on the F.S.M. movement and the Berkeley Student Revolt and analyze the characteristics of many members of the New Left as they are indicated in this revolt.

Discuss: What are the value conflits involved in such a revolt?

Lipset and Wa
Berkeley Stude

80. Remind the students of the statements they read at the beginning of this unit by Brown and Carmichael of SNIC. Now have a student or a group of students report on SNIC and analyze its tactics and the charges that some people have made that it has come under communist influence. Discuss: Is such an organization dangerous to our society? Why or why not?

Luce, *The New*
Jacobs and La
Radicals.

81. Have pupils read and compare a series of editorials and articles on The New Left or New Radicals. Discuss: How does the New Left seem to differ from the leftist groups of the 1930's? How do their basic assumptions differ? Do you think it is dangerous to our society? Why or why not? If you do, do you consider it more or less dangerous than the Communist Party? Why?

e.g. Jacogs a
The New Radic
280-295; *Time*
pp. 26-27; Ro
Grows 'Tireso
May 2, 1967,

o violence or to peaceful means to achieve	
group of students present a panel report on Democratic Society. They should describe oints of view and the sources they have used.	Jacobs and Landau, eds., The New Radicals, ch. 4 and pp. 149-180.
e a group of students present a panel discus- F.S.M. movement and the Berkeley Student Re- lyze the characteristics of many members of as they are indicated in this revolt.	Lipset and Walin, eds., The Berkeley Student Revolt
at are the value conflits involved in such	
tudents of the statements they read at the this unit by Brown and Carmichael of SNIC, tudent or a group of students report on lyze its tactics and the charges that some made that it has come under communist influ- ss: Is such an organization dangerous to Why or why not?	Luce, The New Left. Jacobs and Landau,ed. The New Radicals.
read and compare a series of editorials and The New Left or New Radicals. Discuss: How Left seem to differ from the leftist groups s? How do their basic assumptions differ? it is dangerous to our society? Why or why do, do you consider it more or less danger- Communist Party? Why?	e.g. Jacogs and Landau , eds., The New Radicals, pp. 82-85, 280-295; Time, April 28, 1967, pp. 26-27; Rowan, "New Left Grows 'Tiresome,'" Mpls. Star, May 2, 1967, p. 10A.

S. Sets up hypotheses about possible consequences of alternative courses of action.

S. Sets up hypotheses.

S. Uses deduced consequences of hypotheses (if-then statements) to guide collection of data.

S. During discussions, keeps to the point, helps move the discussion along, and searches for points of agreement.

S. During discussions helps create an atmosphere in which all members of the group feel secure and anxious to participate.

S†. During discussions, respects the rights and opinions of others.

D. Groups of the Far Right have been
their membership in recent years;
sidered by some to be dangerous to
society, by others to be preserver
curity, and by still others to be
tant as to be ignored.

eses about possible
f alternative courses

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onsequences of hy-
hen statements) to
on of data.

D. Groups of the Far Right have been increasing their membership in recent years; they are considered by some to be dangerous to American society, by others to be preservers of our security, and by still others to be so unimportant as to be ignored.

ions, keeps to the
nove the discussion
arches for points of

ions helps create
in which all members
eel secure and anxi-
pate.

ions, respects the
nions of others.

82. Discuss: On the basis of what you now know about the Communist Party and the Progressive labor Party and the other groups of the New Left, what kinds of programs would you suggest to reduce their strength? to reduce any threat you think they pose in this country? Have pupils suggest possible courses of action and what they think would result from each course of action in terms of the communist threat and civil liberties. Tell pupils that they will return to examine these courses of action later in the unit.

83. Before pupils begin their study of the groups of the Far Right, let them set up hypotheses about why people might join such groups. They should develop a series of if-then statements which would hold true if their hypotheses are true. Discuss: How might political scientists collect data to test these hypotheses? How can we try to test them? Give pupils a chance to read in class or go to the library to work on special topics related to the Far Right. Pupils should try to find information in their reading to support or contradict these if-then statements and so the hypotheses and to find out if political scientists have conducted such studies.

See bibliography.

84. Before holding any more general class discussions, ask the class to suggest ways of improving discussions. What kinds of behavior have made for good discussions? for poor discussions? Try to identify criteria for good discussion behavior. Point out necessity for trying to follow such criteria, particularly when dealing with highly controversial topics.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. The interest group attempts to bring aggregates of influence to bear upon decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-maker.

S. Identifies and examines assumptions to decide whether he can accept them.

G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the indivdual of options just as surely as government may.

G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the indivdual of options just as surely as government may.

S. Identifies and examines assumptions to decide whether or not he can accept them.

1. The Far Right does not cons
lithic organization; the di
on the Far Right differ cons
their attitude toward the us

a. Some of the Far Right gro
vocate violence or have b
use violence or are prepa
ground groups to use viol
think it essential to pre
they see as important in
ciety.

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BEFORE ACCEPTING
ENERALIZATIONS.

UT SOCIAL DATA.

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education, and by at-
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enemies of freedom
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ieties, non-govern-
tes of power or in-
enemies of freedom
ay deprive the indiv-
s just as surely as
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examines assumptions
her or not he can ac-

1. The Far Right does not constitute a monolithic organization; the different groups on the Far Right differ considerably in their attitude toward the use of violence.

   a. Some of the Far Right groups openly advocate violence or have been know to use violence or are preparing underground groups to use violence if they think it essential to preserve what they see as important in American society.

85. Show the film Case History of a Rumor which shows how a rumor was started by people on the Far Right about an invasion of the country. Discuss: Do you think the groups which spread this rumor were helping preserve our security? Why or why not? Do you think that they constitute a danger to our security? Why or why not? Now tell pupils that they will take a more thorough look at groups on the Far Right. Pupils should try to decide whether they are dangerous to our security.	Film: Case His Operation Wate (C.B.S. Report
86. Have a group of students present a panel discussion on the Ku Klux Klan. Discuss: Is the Klan a danger to the security of our country? Why or why not? On what assumptions does the Klan base its actions?	Rice, Ku Klux itics. See Anti-Defam pamphlets and Use Reader's G information br House Committe
87. Remind pupils of the material they read about the Minutemen when they started the unit. Then have a pupil present a report on the Minutemen. Discuss: Are the Minutemen a danger to our security? Why or why not? On what assumptions do they base their organization?	Use Readers' G

lm Case History of a Rumor which shows how a tarted by people on the Far Right about an the country. Discuss: Do you think the n spread this rumor were helping preserve our /hy or why not? Do you think that they con- anger to our security? Why or why not? Now that they will take a more thorough look at he Far Right. Pupils should try to decide are dangerous to our security.	Film: Case History of a Rumor, Operation Water Moccasin (C.B.S. Reports).
o of students present a panel discussion on Klan. Discuss: Is the Klan a danger to the our country? Why or why not? On what assump- the Klan base its actions?	Rice, Ku Klux Klan In Am. Politics. See Anti-Defamation League pamphlets and leaflets. Use Reader's Guide to locate information brought out during House Committee investigations.
ls of the material they read about the Min- they started the unit. Then have a pupil eport on the Minutemen. Discuss: Are the danger to our security? Why or why not? umptions do they base their organization?	Use Readers' Guide.

S. Generalizes from data.

S. Identifies and examines assumptions to decide whether or not he can accept them.

S. Generalizes from data.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

S. Identifies and examines assumptions to decide whether he can accept them.

S. Checks facts against his own background of information.

b. Most of the Far Right Group
openly advocate violence bu
stir up hatreds which lead
Unlike the ordinary conserv
bers tend to:

1) Group all opponents as c
communist sympathizers.

2) want to get rid of almos
social-economic legislat
ternational programs set
country during this cent

3) try to set up organi
from the top.

from data.

d examines assumptions
ther or not he can ac-

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ORMATION AND SOURCES
N BEFORE ACCEPTING
GENERALIZATIONS.

d examines assumptions
ther he can accept them.

against his own back-
ormation.

b. Most of the Far Right Groups do not openly advocate violence but sometimes stir up hatreds which lead to violence. Unlike the ordinary conservative, members tend to:

   1) Group all opponents as communists or communist sympathizers.

   2) want to get rid of almost all of the social-economic legislation and international programs set up in this country during this century.

   3) try to set up organizations dominated from the top.

88. Now compare the Minutemen and the Ku Klux Klan. What do they seem to have in common? How do they differ? What seems to set them off from some of the other Far Right Groups?

89. Have a group of students present a panel discussion on Rockwell's American Nazi Party. Discuss: On what assumptions did Rockwell base his organization? How is this group organized? What tactics does it use? Do you think that this party is a danger to our security? Why or why not?

See Anti-Defamat
materials and ma
duced by the Ame
Party.

90. Tell pupils that they are now going to look at the largest and best-known of the groups on the Far Right, the John Birch Society. Some people believe that it is dangerous. Others believe strongly that it is the hope of America. Pupils should try to decide for themselves.

Give pupils a copy of Welch's remarks at the Minnesota Symposium in 1964. After they have read his initial statements, have them look more carefully at certain statements such as: 1)"government is always and inevitably an enemy of individual freedom;" 2)"I would rather have for America, and I am convinced America would be better off with, a government of 300,000 officials and agents, every single one of them a thief, than a government of a

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certs and Lectur
same as some of
Welch's Blue Boo

the Minutemen and the Ku Klux Klan. What do
o have in common? How do they differ? What
t them off from some of the other Far Right

p of students present a panel discussion on
American Nazi Party. Discuss: On what as-
did Rockwell base his organization? How is
organized? What tactics does it use? Do you
this party is a danger to our security? Why
?

See Anti-Defamation League materials and materials produced by the American Nazi Party.

that they are now going to look at the larg-
t-known of the groups on the Far Right, the
Society. Some people believe that it is dan-
hers believe strongly that it is the hope of
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of individual freedom;" 2)"I would rather have
, and I am convinced America would be better
government of 300,000 officials and agents,
e one of them a thief, than a government of a

Minnesota Symposium, 1964. U. of Minn., Dept. of Concerts and Lectures. (Almost same as some of comments in Welch's Blue Book.)

S. Generalizes from data.

G. The interest group attempts to bring aggregates of influence to bear upon decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-maker.

G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.

S. Applies previously-learned concepts and generalizations to new data.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

million agents with every single one of them an honest, honorable public servant." . 3) his statement on government interference with the market system. Have pupils discuss: Do you agree with these statements? Why or why not? What evidence does Welch present for his conclusions? What proposals does he make for preventing war? for improving economic conditions? Some people have called Welch an anarchist. Does this statement support or contradict that charge?

91. Have pupils examine Welch's ten point program. Discuss: How does this program compare with that of the other Far Right groups that you have studied so far? How does it compare with what you know of the communist program?

Now have a pupil report on how the organization has tried to carry out points 4-6. Another might report on how the group tried to carry out point #10 during the 1964 election.

Welch, Blue Bo
Broyles, The J
ciety, pp. 15-
street and Ove
Tactics of Ext
Broyles, The J
Epstein and Fo
the John Birch
Overstreet and
Strange Tactic

92. Have pupils read (or read aloud) an excerpt from Welch's Blue Book which describes the organization which Welch would insist upon for the Birch society. Discuss: How does the organization of this group compare with the organization of political parties in this country? How does it compare with the organization of the communist party?

Welch, Blue Bo
quotations in
Overstreet, St
of Extremism,
Broyles, John
pp. 47-48.

ts with every single one of them an honest, blic servant." . 3) his statement on govern- rence with the market system. Have pupils you agree with these statements? Why or at evidence does Welch present for his con- 'hat proposals does he make for preventing roving economic conditions? Some people Welch an anarchist. Does this statement ontradict that charge?	
examine Welch's ten point program. Discuss: s program compare with that of the other Far that you have studied so far? How does it what you know of the communist program?	Welch, Blue Book. Or see Broyles, The John Birch Society, pp. 15-16 or Overstreet and Overstreet, Strange Tactics of Extremism, ch. 7.
upil report on how the organization has tried points 4-6. Another might report on how ied to carry out point #10 during the 1964	Broyles, The John Birch Society. Epstein and Forster, Report in the John Birch Society 1966. Overstreet and Overstreet, Strange Tactics of Extremism.
read (or read aloud) an excerpt from Welch's ich describes the organization which Welch upon for the Birch societv. Discuss: How anization of this group compare with tbe or- f political parties in this country? How are with the organization of the communist	Welch, Blue Book. Or see quotations in Overstreet and Overstreet, Strange Tactics of Extremism, pp. 35, 122; Broyles, John Birch Society, pp. 47-48.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. The means used may make it difficult to achieve the stated ends or goals.

S. Identifies and examines assumptions to decide whether or not he can accept them.

S. Rejects post hoc arguments; looks for another factor which may have caused the later event.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

93. Read aloud several quotations from Lenin on Party organization and tactics which are similar to some of those made by leaders on the Far Right. (Or merely recall his tactics if pupils studied the Center's 11th grade course.) Discuss: Do the ends justify the means of using the same tactics as those used by the Communists? Remind pupils about their study of the U.S.S.R. last year. What happened when the Soviets tried to use terror and force and totalitarian government to achieve their ends?	Overstreet and Ove Strange Tactics of pp. 120, 155, 224. Quotations from Le unit on U.S.S.R. i
94. Read aloud some of the charges of communism levied against conservatives and middle-of-roaders by some of the ultra conservatives. (e.g. Welch's charge against Eisenhower and Dulles; Revilo Oliver's comments on Kennedy's assassination, etc.) After each charge, ask pupils whom they think this charge might be made against. Tell them and ask what they know about this person's political views. If necessary, read aloud enough more of each charge so that pupils can try to identify the assumptions upon which the charges are based. Discuss: Do you think such remarks are useful in combatting communism in this country? Why or why not? Do you think groups making such charges are dangerous to our security? Why or why not?	e.g. See Broyles, Birch Society, p. (Eisenhower); Epst Forster, p. 21 (Ke Overstreet and Ove Strange Tactics of p. 50 (Dulles).
95. Have students read and analyze a number of issues of the Birch Society's American Opinion magazine and other Birch Society materials. They might study current issues and also some of the issues of 1963. Discuss the points of view and reasoning used in them.	Issues of American
96. Have a student read and report on the case of the teacher, Mrs. Franklin, in Paradise, California. He should discuss what kinds of attacks were made, what evidence was used, and what happened as the result of the attacks.	"Hell Breaks Loose dise," Life, April pp. 73-82.

eral quotations from Lenin on Party organ- ctics which are similar to some of those s on the Far Right. (Or merely recall his ls studied the Center's 11th grade course.) he ends justify the means of using the s those used by the Communists? Remind pu- ir study of the U.S.S.R. last year. What the Soviets tried to use terror and force an government to achieve their ends?	Overstreet and Overstreet, Strange Tactics of Extremism, pp. 120, 155, 224. See Quotations from Lenin for unit on U.S.S.R. in 11th Grade.
e of the charges of communism levied against and middle-of-roaders by some of the ultra (e.g. Welch's charge against Eisenhower vilo Oliver's comments on Kennedy's assassin- After each charge, ask pupils whom they rge might be made against. Tell them and know about this person's political views. If d aloud enough more of each charge so that to identify the assumptions upon which the ed. Discuss: Do you think such remarks combatting communism in this country? Why you think groups making such charges are ur security? Why or why not?	e.g. See Broyles, The John Birch Society, p. 7, 10 (Eisenhower); Epstein and Forster, p. 21 (Kennedy), Overstreet and Overstreet, Strange Tactics of Extremism, p. 50 (Dulles).
read and analyze a number of issues of the s American Opinion magazine and other Birch als. They might study current issues and he issues of 1963. Discuss the points of ning used in them.	Issues of American Opinion.
read and report on the case of the teach- lin, in Paradise, California. He should inds of attacks were made, what evidence what happened as the result of the attacks.	"Hell Breaks Loose in Paradise," Life, April 26, 1963, pp. 73-82.

S. Identifies and examines assumptions to see whether or not he can accept them.

S. Rejects whole-part arguments.

S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts, inferences, and value judgments.)

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Checks on the bias of producers of information.

S. Looks for points of agreement and disagreement among witnesses, authors, and producers of information.

97. Have pupils read the ADA leaflet on John Birch in Uniform which deals with the Birch Society campaign to "Support Your Local Police." Then discuss: Should policemen be allowed to join the Birch Society and still remain on the force? Why or why not? What seems to be the purpose of the "Support Your Local Police" campaign? Is the author's attack on Birchite membership on police forces any different than the attack in recent years on government workers, including policemen, who belonged to other organizations such as the one mentioned in the article (Core)? Is it any different than attacks on communists in government positions? Why or why not?	Anti-Defamat leaflet.
98. Now have a group which has made a thorough study of both pro and anti Birch society literature present a panel discussion on the question: Is the Birch Society dangerous to American security? or Is the John Birch Society helping or hindering the fight against communism in this country? Afterwards have pupils identify examples of facts, inferences, and value judgments in statements made by panel members.	Blue Book. American Opin Other materia Society. Overstreet an Strange Tacti Forster and E on the Right. Forster, Repo Birch Society Broyles, John "The John Bir the Conservat National Revi "Mutiny in th Sat. Eve. Pos
99. Show parts of the film Danger on the Right or the film The Radical Right. Discuss: What methods do these Far Right groups use? Are they a danger to our security or are they protecting our security? What organization produced this film? What is its bias? Do the books and articles you have read support or contradict the inferences drawn by the film producers?	Danger on the Defamation Le The Radical R Defamation Le

read the ADA leaflet on John Birch in Uni- deals with the Birch Society campaign to "Sup- ocal Police." Then discuss: Should police- ved to join the Birch Society and still re- force? Why or why not? What seems to be of the "Support Your Local Police" campaign? or's attack on Birchite membership on police lifferent than the attack in recent years on vorkers, including policemen, who belonged ganizations such as the one mentioned in the e)? Is it any different than attacks on n government positions? Why or why not?	Anti-Defamation League leaflet.
roup which has made a thorough study of both Birch society literature present a panel n the question: Is the Birch Society danger- can security? or Is the John Birch Society indering the fight against communism in this fterwards have pupils identify examples of ences, and value judgments in statements el members.	Blue Book. American Opinion. Other materials from Birch Society. Overstreet and Overstreet, Strange Tactics of Extremism. Forster and Epstein, Danger on the Right. Epstein and Forster, Report on the John Birch Society 1966. Broyles, John Birch Society. "The John Birch Society and the Conservative Movement," National Review, Oct. 19, 1965. "Mutiny in the Birch Society," Sat. Eve. Post, April 8, 1967.
f the film Danger on the Right or the film Right. Discuss: What methods do these Far use? Are they a danger to our security or tecting our security? What organization pro- ilm? What is its bias? Do the books and have read support or contradict the infer- by the film producers?	Danger on the Right, Anti-Defamation League, 57 min. The Radical Right, Anti-Defamation League, 30 min.

S. Checks on the bias and competency of authors.

S. Detects various types of persuasion devices.

S. Checks facts against own background of information and collects additional information when he needs it to check the facts.

S. Identifies and examines assumptions to decide whether or not he can accept them.

S. Checks facts against his own background of information.

S. Generalizes from data.

100. Bring to class examples of literature from a number of the Far Right Groups other than the Birch society which will be discussed in more detail later. Have pupils analyze the material. What is the purpose of each leaflet or booklet? What evidence is presented for its conclusions? What persuasion devices are used? How does the information jibe with what pupils have learned about communism or other groups attacked? How effective do you think such literature would be in winning support among the American people? Do you think that the groups which put out such literature are dangerous to American security or do you think they are promoting American security? What makes the literature different from most political literature you have read?

See list of a
such organiza
street and Ov
Strange Tacti
(at end of bo

101. Show the film Communism on the Map which has been produced and distributed by one of the Far Right groups. Discuss: How does this film compare with what you have learned about communism [illegible]? Do you think this film is a [illegible] to preserve the security of our country? Why or why not?

Film: Communi

102. Have several groups of students who have read about other Far Right groups and about conservative groups that would not be so classified, report their findings to class. Discuss points of similarity and differences among the Far Right Groups and the ways in which they differ from the conservative groups as such.

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groups.
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on the Right.
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Overstreet an
Strange Tacti
Ellsworth and
Right Wing.

class examples of literature from a number of
ght Groups other than the Birch society which
scussed in more detail later. Have pupils
e material. What is the purpose of each leaf-
oklet? What evidence is presented for its con-
What persuasion devices are used? How does
ation jibe with what pupils have learned about
or other groups attacked? How effective do
such literature would be in winning support
American people? Do you think that the groups
out such literature are dangerous to American
r do you think they are promoting American se-
hat makes the literature different from most
literature you have read?

See list of addresses of such organizations in Overstreet and Overstreet, Strange Tactics of Extremism (at end of book).

ilm Communism on the Map which has been pro-
distributed by one of the Far Right groups.
How does this film compare with what you have
out communism [illegible] Do you
film is a [illegible] to preserve
ty of our country? Why or why not?

Film: Communism on the Map.

al groups of students who have read about
Right groups and about conservative groups
not be so classified. Report their findings
Discuss points of similarity and difference
Far Right Groups and ways in which they dif-
he conservative groups as such.

Materials from Far Right groups.
Forster and Epstein, Danger on the Right.
Burlingame, The Sixth Column.
Overstreet and Overstreet, Strange Tactics of Extremism.
Ellsworth and Harris, Am. Right Wing.

S. Distinguishes between relevant and irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.

S. Identifies assumptions.

S. Rejects post hoc arguments; looks for another factor which might have caused the later event.

S. Rejects whole-part arguments.

S. Checks on competency of authors.

S. Generalizes from data.

G. Members of a group may disagree on many things not related to the particular goals of the group; they may also disagree about some of the goals and particularly about ways of achieving these goals.

G. Members of any group are attracted to it for varying reasons.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

S. Draws inferences from tables.

S. Generalizes from data.

2. Much less is known about why
groups of the Far Right than
what makes people join the

a. Although some of the emb
groups have emotional pro
large the type of person
of the Far-Right groups w
advocate violence tend to
ferent than those who joi
Party.

hes between relevant and
information and notes
at which is relevant sup-
ontradicts the idea to
s related.

assumptions.

st hoc arguments; looks
r factor which might
d the later event.

ole-part arguments.

competency of authors.

from data.

a group may disagree on
not related to the par-
ls of the group;
lso disagree about some
s and particularly about
ieving these goals.

any group are attracted
arying reasons.

OF SINGLE-FACTOR CAUSA-

ences from tables.

from data.

2. Much less is known about why people join groups of the Far Right than is known about what makes people join the Communist Party.

   a. Although some of the members of both groups have emotional problems, by-and-large the type of person who joins many of the Far-Right groups which do not advocate violence tend to be quite different than those who join the Communist Party.

103. Point out that several criticisms levied at the Far Right are that members use post hoc reasoning, that they use guilt by association to try to make many people seem communist or communist sympathizers and that they also lump together all who oppose their views as communists and communist sympathizers and make charges against them. Another charge is that some of the writers for these groups do not provide evidence for their charges or statements and do not footnote evidence that they do give. Discuss: Do you think that these charges are well-founded? Do you think they are important factors to consider? Why or why not? Do any of the materials which attack the groups of the Far Right use any of the same tactics?

104. Read aloud some of the findings of the Stanford study on the people who attended the Schwarz Christian Anti-Communist Crusade schools. Discuss: How do the people who studied at this school differ from those who joined the Communist Party? Do people who join this and the Birch Society, etc., seem to be similar in personality to those who join the Ku Klux Klan and the American Nazi Party? Have a pupil tell the class about Overstreet's analysis of a "radical rightist." Does his analysis agree with that of the Stanford study?

Forster and Ep
on the Right,
Overstreet an
Strange Tacti
ch. 18.

105. Project some of Lipset's tables analyzing the supporters of the John Birch Society as well as the amount of support for the organization.

Bell, ed., Th
pp. 422-423,
435.

that several criticisms levied at the Far
that members use post hoc reasoning, that
guilt by association to try to make many peo-
communist or communist sympathizers and that
lump together all who oppose their views as
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rges or statements and do not footnote evi-
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o those who join the Ku Klux Klan and the
Nazi Party? Have a pupil tell the class about
t's analysis of a "radical rightist." Does
sis agree with that of the Stanford study?

Forster and Epstein, Danger on the Right, pp. 58-59.
Overstreet and Overstreet, Strange Tactics of Extremism, ch. 18.

ome of Lipset's tables analyzing the supporters
hn Birch Society as well as the amount of sup-
the organization.

Bell, ed., The Radical Right, pp. 422-423, 425, 431, 433, 435.

S. Looks for points of agreement and disagreement among authors.

S. Applies previously-learned concepts and generalizations to new data.

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

G. Countries are more intolerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.

G. Frustration may result in aggression.

b. A number of people believe t
kinds of stresses and strain
tainties in our life have ma
groups seem more attractive.
the present-day movements
of a continuance of cert
movements in the U.S. from th
of the Republic.

ints of agreement and
among authors.

iously-learned concepts.
zations to new data.

ed in continued strug-
outside tend to be
ithin. They tolerate
es from group norms.

e more intolerant of
ered subversives in
sis and threats from
during times when they
h threats.

may result in aggres-

b. A number of people believe that certain kinds of stresses and strains and uncertainties in our life have made Far Right groups seem more attractive. Others see the present-day movements as something of a continuance of certain kinds of movements in the U.S. from the early days of the Republic.

If there has been a recent public opinion poll on attitudes toward any rightist group, give some of the questions to the students. Let them compare their results with the poll's findings. Also let them compare the poll's findings with findings on polls about attitudes towards communism.

106. Perhaps have a pupil report on The True Believer's analysis of the person who joins a mass movement which demands fanatical faith and sacrifice. Afterwards, discuss: How does Hoffer's analysis fit those who join groups of the Far Right? of the Far Left?

Hoffer, The

107. Quote Forster and Epstein on the reasons why the Christian Anti-Communism Crusade and the Christian Crusade dropped off some after widespread and critical publicity about the Far Right in the early 1960's, while the Birch Society grew. Discuss: On the basis of what you know about why people joined the Communist Party, does this argument make sense? Why or why not?

Forster and
on the Right

108. Have a good student read and tell the class about several analyses of factors in American life which might help explain the increasing membership in groups of the Far Right. Discuss. (For example, discuss the importance of insecurity about international affairs, etc.) Then discuss: Do you think these factors will become more or less important in the years just ahead?

Forster and
on the Righ
Bell, ed.,
ch. 13.
Burlingame,
pp. 8-9.

has been a recent public opinion poll on atti-
ward any rightist group, give some of the ques-
the students. Let them compare their results
poll's findings. Also let them compare the
indings with findings on polls about attitudes
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anatical faith and sacrifice. Afterwards, dis-
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f the Far Right? of the Far Left?

Hoffer, The True Believer.

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i-Communism Crusade and the Christian Crusade
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grew. Discuss: On the basis of what you know
y people joined the Communist Party, does this
make sense? Why or why not?

Forster and Epstein, Danger on the Right, pp. 8-9.

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yses of factors in American life which might help
the increasing membership in groups of the Far
Discuss. (For example, discuss the importance
curity about international affairs, etc.) Then
: Do you think these factors will become more or
portant in the years just ahead?

Forster and Epstein, Danger on the Right, pp. 5-7.
Bell, ed., Radical Right, ch. 13.
Burlingame, The Sixth Column, pp. 8-9.

. Checks on bias and competency of producers.

S. Checks facts against his own background of information.

S. Generalizes from data.

S. Tests hypotheses against data.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

G. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

S. Generalizes from data.

3. There is considerable disagre
the pros and cons of groups o
Right.

as and competency of

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ot moralized and not
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itical systems in which
eement on questions
fundamental social,
d political institu-

from data

3. There is considerable disagreement about the pros and cons of groups of the Far Right.

109. Show the film Star-Spangled Extremism. Then discuss: What relationship do the makers of the film see between the Far Right groups of today and those of earlier days in American history? Do you agree with the film's analysis of the similarities and differences between groups? Why or why not? Who produced the film? What point of view does it represent?

Star-Spangled
30 min. Anti
League.

110. Read aloud the Overstreet analysis of similarities and differences between communism and groups of the Far Right. Discuss: On the basis of what you have read thus far, do you agree or disagree with their conclusion?

Overstreet an
Strange Tacti
pp. 19-21.

111. Return to the hypotheses which pupils set up before they began their study of the Far Right. Have them discuss them in the light of evidence collected thus far. Do they have enough evidence to contradict any of them? to support any of them? What kinds of studies might they like to see done in order to test these hypotheses further?

Read aloud and have pupils discuss each of the reasons cited by the Overstreets for arguing that the Birch Society helps the international communist movement even though not purposively. Also discuss the effect of the Far Right groups upon American political traditions and norms and so on the possibility of compromise.

Overstreet an
Strange Tacti
pp. 32-33.

112. Now hold a summarizing discussion on the question which was raised earlier: Do you think that the Far Right constitutes a danger to the security of the U.S.? If

ilm Star-Spangled Extremism. Then discuss:
ionship do the makers of the film see between
ght groups of today and those of earlier days
n history? Do you agree with the film's an-
the similarities and differences between
hy or why not? Who produced the film? What
iew does it represent?

Star-Spangled Extremism, 30 min. Anti-Defamation League.

the Overstreet analysis of similarities and
s between communism and groups of the Far
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do you agree or disagree with their conclusion?

Overstreet and Overstreet, Strange Tactics of Extremism, pp. 19-21.

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Overstreet and Overstreet. Strange Tactics of Extremism, pp. 32-33.

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earlier: Do you think that the Far Right
s a danger to the security of the U.S.? If

III. Civil liberties are essential to a de
political system; the organization of
the competition in goals, and the abi
pose which democracy presupposes, all
a high degree of personal freedom.

A. VALUES PROCEDURAL SAFEGUARDS OF THOSE ACCUSED OF CRIMES.

G. Constitutions may contain negative prohibitions as well as grants of power and statements of relation-

A. Civil liberties in this country ar
not absolute. The extent to whic
in the federal constitution pro
from state interference has be
recent years through changi
by the Supreme Court.

III. Civil liberties are essential to a democratic political system; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

URAL SAFEGUARDS OF
OF CRIMES.

may contain negative
as well as grants of
cements of relation-

A. Civil liberties in this country ar relative, not absolute. The extent to whic guarantees in the federal constitution pro individuals from state interference has be panding in recent years through changin rpretations by the Supreme Court.

not, why not? If so, how much danger and why? At present, would you advise restricting their activities at all? Why or why not? (Use further questions as needed to help pupils identify the value conflict here.)

113. How much time should be spent on the next section of the unit, depends upon whether or not pupils have studied the Minnesota Center's 8th grade and 11th grade courses. If pupils have not studied these courses, teachers will wish to use a number of activities, at a somewhat higher level than those done in the eighth grade.

Ask pupils to define civil liberties. Then ask: What examples have you already come across in this unit of restriction of civil liberties? What seems to give rise to such action? Remind pupils that the decision on whether or not restrictions should be permitted may depend upon the severity of the problem facing the country (which they have already examined), upon how important or essential civil liberties are to our form of government and to other things we value and which may be important for our security as well (e.g. education; advancement of science and technology), on what different measures would do to civil liberties, and on how successful measures would be in preserving security. We have already studied the danger to security and each has assessed the extent of this danger. We now turn to an assessment of just how essential civil liberties are to our form of government and to our security.

114. Review briefly some of the basic civil liberties safeguarded by our constitution. Briefly discuss the meaning of these rights and ask pupils to cite examples. If pupils have not studied the 8th grade course, you may wish to use Form A of the Center's paper on "The Gideon Case" (with the cover sheet identifying grade level re-

West, "The Right
The Gideon Case.
Lewis, Gideon's

If so, how much danger and why? At pres-
advise restricting their activities at
hy not? (Use further questions as needed
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Center's 8th grade and 11th grade
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ights and ask pupils to cite examples. If
t studied the 8th grade course, you may
rm A of the Center's paper on "The Gideon
e cover sheet identifying grade level re-

West, "The Right to a Lawyer:
The Gideon Case."
Lewis, Gideon's Trumpet.

ships; that is, they may in democracies prevent majority action on some subjects or at least slow such action down.

G. Constitutions change by formal amendment and by changes in custom and interpretation.

G. The contrast between democratic and nondemocratic political systems may be looked at as a conflict in basic underlying values.

G. Constitutions must have an ultimate interpreter, since they are by nature ambiguous and nonspecific.

G. The separation of powers is built on an assumption of a division of political functions which cannot be demostrated easily in reality. (The law-making function is undertaken by all three branches.)

moved). Some might then read Lewis, Gideon's Trumpet. Discuss the major questions raised at the end of the study. (Use this case prior to study of First Amendment cases because it explains the process by which the federal constitutional guarantees were extended to protect people against state action.) If pupils have studied the 8th grade course, be sure to review the way in which rights in the federal constitution have been extended to protect individuals from state action. Also review the need for some interpreter of the Constitution and the way in which the Supreme Court acquired this power in this country. Discuss: How does the Supreme Court help make law?

115. Have pupils break up into groups to discuss case studies on rights of the accused. Then have reporters from the different groups report the decisions of their groups. Hold a general class discussion where the different groups have come to different conclusions.

Parker, O'Neil,
Civil Liberties
Soc. Ed., Mch.,
case).

116. Now have pupils read from a variety of sources about the rights of accused and how these rights have been interpreted. If pupils have not studied the Center's eighth grade course, you might use some of the papers prepared

Parker, O'Neil,
Civil Liberties
Papers prepared
Unit in Center's

3 OF 4

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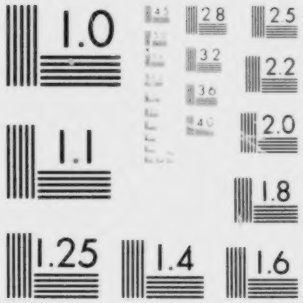
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

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Parker, O'Neil, and Econopouly, Civil Liberties, pp. 13-28.
Soc. Ed., Mch., 1966 (Malloy case).

pupils read from a variety of sources about the
accused and how these rights have been inter-
If pupils have not studied the Center's eighth
rse, you might use some of the papers prepared

Parker, O'Neil, and Econonpouly, Civil Liberties, pp. 29-58.
Papers prepared for Judicial Unit in Center's 8th grade

3

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

S. Applies previously-learned generalizations.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

B. A free press and free speech
the organization of majoriti
goals, and the ability to opp
tic political system. These
protect procedural safeguards
of crimes. However, free sp
press are dependent in turn
al safeguards.

S FREEDOM OF THOUGHT AND
ION.

previously-learned gener-
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to oppose which democracy
oses, all depend on a high
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a close and obvious one;
anization of majorities,
petition in goals, and the
to oppose which democracy
oses, all depend on a high
of personal freedom.

B. A free press and free speech are necessary for the organization of majorities, competition in goals, and the ability to oppose in a democratic political system. These rights also help protect procedural safeguards of those accused of crimes. However, free speech and free press are dependent in turn upon such procedural safeguards.

for that course on the rights of those accused of crimes. (If so, tear off the cover sheets which indicate the grade level of the materials.) Discuss the reasons for each of the rights. Also discuss: Why has the Supreme Court insisted upon the preservation of these rights even when the justices may have been convinced of the guilt of the defendents?	course.
117. Have pupils read and discuss some of the case studies dealing with the first amendment cases found in the Freedom Agenda pamphlet and in Parker, O'Neil and Econonopouly. Perhaps break the class up into buzz groups to discuss the cases, have reporters from the different groups report reactions of their groups, and hold a class discussion of the major issues.	Westin, Discuss pp. 5-8. Parker, O'Neil, Civil Liberties Studies and the Five, section A
118. Discuss: On the basis of what you have learned in earlier social studies courses, how essential do you think civil liberties are to our form of government? (Draw upon what pupils learned in 8th grade course, in tenth grade course, and in study of totalitarian systems in 11th grade.) Is free speech or free press any more important than safeguards for those accused of crimes? Why or why not?	
119. Have pupils read various statements about interpretations of the first amendment. Discuss: Is free speech or free press absolute? That is, does a person in this country have a right to say or write anything he wishes to?	Parker, O'Neil, Civil Liberties 176, 178-188.

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the basis of what you have learned in ear- tudies courses, how essential do you think es are to our form of government? (Draw up- s learned in 8th grade course, in tenth and in study of totalitarian systems in Is free speech or free press any more im- safeguards for those accused of crimes? Why	
ead various statements about interpreta- first amendment. Discuss: Is free speech absolute? That is, does a person in this a right to say or write anything he wishes	Parker, O'Neil, Econopouly, Civil Liberties, pp. 173-176, 178-188.

G. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects or at least slow such action down.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS. VALUES INDEPENDENT THOUGHT.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

S. Detects various types of persuasion devices.

C. The degree to which personal fr
affects the amount of criticism
given to government officials ar
of information which they can ob
veloping policies. Free speech
make it more likely that mistake
vented or corrected in politica
speech and a free press (with pr
guards needed to help secure the
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and so to our national security.

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D TO THE FREE EXAMINA-
IAL ATTITUDES AND DATA.
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IEW AND INTERPRETATIONS.
PENDENT THOUGHT.

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ious types of persua-
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C. The degree to which personal freedom exists affects the amount of criticism which will be given to government officials and the amount of information which they can obtain in developing policies. Free speech and free press make it more likely that mistakes can be prevented or corrected in political affairs. Free speech and a free press (with procedural safeguards needed to help secure them) are also important to the advancement of knowledge, including scientific and technological knowledge) and so to our national security.

120.	Read aloud some quotations from Commager which help explain his insistence upon the "pragmatic necessity for freedom." Discuss: Do you agree or disagree with Commager? Why?	Commager, Freedo Dissent, ch. 1, pp. 15, 18, 22,
121.	Have pupils read the incident about the high school senior who was not permitted to deliver his validictory address in 1962 because of his comments on disarmament. Then have pupils discuss the pros and cons of preventing him from making this speech.	Douglas, Freedom p. 1.
122.	Read aloud some recent quotation about the reaction of some people to the idea of having college students debate some controbersial question such as one about Viet Nam. Tell the pupils briefly about the controversy in	For the 1954 con Time, Nov. 29, 1

ome quotations from Commager which help ex- nsistence upon the "pragmatic necessity for iscuss: Do you agree or disagree with Com- ?	Commager, *Freedom, Loyalty Dissent*, ch. 1, particularly pp. 15, 18, 22, 30, 34, 36.
read the incident about the high school sen- not permitted to deliver his validictory ad- 62 because of his comments on disarmament, upils discuss the pros and cons of preventing king this speech.	Douglas, *Freedom of the Mind*, p. 1.
ome recent quotation about the reaction of to the idea of having college students de- ontrobersial question such as one about Viet he pupils briefly about the controversy in	For the 1954 controversy, see *Time*, Nov. 29, 1954.

A. IS SCEPTICAL OF PANACEAS.

A. IS COMMITTED TO A FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

S. Sets up hypotheses about consequences of alternative courses of action.

IV. Many measures have been tried to
and prevent sabatoge and espionag
sures vary both in the degree to
civil liberties and in their effe
combatting subversion.

ICAL OF PANACEAS.

ITTED TO A FREE EXAMINA-
SOCIAL ATTITUDES AND
SEARCHES ACTIVELY FOR DIF-
POINTS OF VIEW AND INTER-
ONS.

hypotheses about conse-
of alternative courses of

IV. Many measures have been tried to curb subversives and prevent sabatoge and espionage. These measures vary both in the degree to which they limit civil liberties and in their effectiveness in combatting subversion.

1954 over the debate issue of that year on whether or not we should recognize Red China. Discuss: Should debates over such questions of foreign policy be restricted? Why or why not? What value conflict is involved in this question? What may be the effects on foreign policy makers if debate is limited?

123. Have pupils read "Challenging the Status Quo" in the pamphlet on Freedom of the Mind. Afterwards discuss: How important is freedom of speech and press to democracy? to science? to education?

Douglas, Fr
pp. 31-37.

124. Read aloud brief quotations from people on the importance of civil liberties in this country. (e.g. William Allen White: "Liberty is the only thing you cannot have unless you are willing to give it to others." Elmer Davis:"This republic was not established by cowards; and cowards will not preserve it."; Raymond F. Fosdick: "In our concern over what communism may do to democracy we have overlooked the danger of what we ourselves may do to democracy under the stimulus of fear." Discuss: What do you think these people mean? What do they fear? Do you agree or disagree with them? why?

125. Remind pupils that after they studied the communist party in this country, they made suggestions about what might be done to reduce communist strength or the threat from communism in this country. Return to the list pupils made at that time. Do pupils wish to add other possible courses of action to preserve American security from internal threats from both the Far Left and the Far Right? Do they wish to add any other possible results from following each course of action? (If pupils have not listed some of important measures suggested or tried, you may wish to tell them that certain courses of action had been proposed or

er the debate issue of that year on whether or not
ld recognize Red China. Discuss: Should debates
ch questions of foreign policy be restricted? Why
not? What value conflict is involved in this ques-
What may be the effects on foreign policy makers
te is limited?

pils read "Challenging the Status Quo" in the pam-
n Freedom of the Mind. Afterwards discuss: How
nt is freedom of speech and press to democracy?
nce? to education?

Douglas, Freedom of the Mind,
pp. 31-37.

oud brief quotations from people on the importance
l liberties in this country. (e.g. William Allen
"Liberty is the only thing you cannot have unless
willing to give it to others." Elmer Davis:"This
was not established by cowards; and cowards will
serve it."; Raymond F. Fosdick: "In our concern
at communism may do to democracy we have overlooked
ger of what we ourselves may do to democracy under
mulus of fear." Discuss: What do you think these
mean? What do they fear? Do you agree or disagree
em? why?

pupils that after they studied the communist party
country, they made suggestions about what might
to reduce communist strength or the threat from
sm in this country. Return to the list pupils made
time. Do pupils wish to add other possible courses
on to preserve American security from internal
from both the Far Left and the Far Right? Do they
add any other possible results from following each
of action? (If pupils have not listed some of im-
measures suggested or tried, you may wish to tell
at certain courses of action had been proposed or

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF THE EVIDENCE.

S. Works effectively with others. (Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.)

tried. Have the class try to figure out possible effects of following each course of action.)

Now tell the class that they are to begin a more thorough study of possible courses of action. They should try to decide whether the evidence they gather supports or contradicts the effects which they have predicted. They should also try to decide at the end of their study whether or not they think changes should be made in the kinds of measures now being used and whether or not new measures should be followed. Perhaps give pupils a list of questions to keep in mind as they study this section of the unit.

126. If pupils selected individual and small group projects for the entire unit during the introductory phase of the unit, remind them of the tentative schedule for reports and panels or revise the schedule if it seems wise at this point.

If pupils did not select activities to do on this section, take time to go over a proposed list, let them add to the list, and then have them turn in their first three choices. Make the final assignments the next day and give them a tentative schedule of the days on which projects are due.

127. Give pupils a chance to read in class for a few days so that they can prepare their panels and reports and other activities on the different measures used against subversion. At times interrupt the reading toward the end of the hour or at the beginning of the hour by doing one or more of the following:

S. Checks on the bias and competency of authors.

S. Uses Book Review Digest.

S. Uses specialized references to check on authors.

a. Let pupils meet in groups if they are working on panels or symposiums, etc. in order to check on progress of members and plan next steps. They will also need to meet briefly before reading even begins in order to plan what they will do. Ask these groups for progress reports every day or so.

b. Review with pupils the need for evaluating their sources of information. Do this by asking pupils what they have found thus far in their reading about possible bias of authors. What indications do they have for this bias? At another time ask pupils what they have found out about the competency of the authors of the materials they are reading. Discuss briefly some of the factors related to competency which have shown up in these books.

c. Bring in a copy of the Book Review Digest and show pupils what they can find out about their books in different editions of this reference work. Then have all pupils look up reviews of the book they are reading and write a brief statement about whether or not they agree with the summary from a review presented in the Book Review Digest. They should also indicate differences found in the reviews and which point of view they agree with if there are differences. If there are no differences, do pupils agree with the general assessment of the book by reviewers?

A copy of

d. Once again bring to class reference works on authors and let several pupils check on the authors of their books and tell the class what they have found out about them.

128. Point out to the class that there have been several occasions in American history prior to the worry about subversives following World War II when the American people

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s or symposiums, etc. in order to check on progress
members and plan next steps. They will also need
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terials they are reading. Discuss briefly some of
e factors related to competency which have shown up
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ing in a copy of the Book Review Digest and show pu-
ls what they can find out about their books in dif-
rent editions of this reference work. Then have all
pils look up reviews of the book they are reading
d write a brief statement about whether or not they
ree with the summary from a review presented in the
ok Review Digest. They should also indicate differ-
ces found in the reviews and which point of view
ey agree with if there are differences. If there
e no differences, do pupils agree with the general
sessment of the book by reviewers?

A copy of Book Review Digest.

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oks and tell the class what they have found out
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ves following World War II when the American people

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

G. Countries are more intollerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.

G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again. (Enforcing officers must decide how, when, and with what degree of stringency to enforce legal restrictions.)

G. Any decision is in part a product of the internalized values and the perceptions of the persons making the decision.

G. The decision-maker reacts to pressures from other decision-makers as well as from the outside.

A. SUPPORTS FREEDOM OF THOUGHTAND EXPRESSION.

A. The federal and state governme
to curb subversion in times of
long before the communist thre
parent after World War II.

1. The Alien and Sedition Acts
of restricting free speech
the undeclared war with Fra

ged in continued strug-
e outside tend to be in-
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from group norms.

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cess goes on again.
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rnalized values and the
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n-maker reacts to pres-
other decision-makers as
n the outside.

EEDOM OF THOUGHTAND EX-

A. The federal and state governments have acted to curb subversion in times of past danger, long before the communist threat became apparent after World War II.

   1. The Alien and Sedition Acts had the effect of restricting free speech and press during the undeclared war with France in 1798.

became worried about possible subversives and took action against them. It is important to look at some of these kinds of actions and their effects in order to analyze some of the types of action taken after World War II against Communists and other subversive groups.

Review with pupils what they learned in American history about the Alien and Sedition Acts. Or if they did not study these acts in an earlier grade, have a pupil give a report on what led to their passage and how they were interpreted. Discuss the importance of enforcement officials and factors affecting their decision-making.

Miller, *Cri*
Biddle, *Fea*

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gainst them. It is important to look at some of
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reted. Discuss the importance of enforcement of-
s and factors affecting their decision-making.

Miller, Crisis in Freedom;
Biddle, Fear of Freedom.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

G. Countries are more intollerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.

2. During the Civil War the fed
used a government loyalty pr
oaths, and congressional inv
mittees in addition to the b
suspension of habeas corpus
military courts.

3. During World War I, the fede
passed the Sedition and Espi
state governments also passe
ish possible subversives.

4. Following World War I, the R
a number of repressive measu
sive arrests without warrants
pected of being communists.

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outside tend to be in-
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threats.

2. During the Civil War the federal government used a government loyalty program, loyalty oaths, and congressional investigating committees in addition to the better known suspension of habeas corpus and trial by military courts.

3. During World War I, the federal government passed the Sedition and Espionage Acts; state governments also passed acts to punish possible subversives.

4. Following World War I, the Red Scare led to a number of repressive measures and extensive arrests without warrants of those suspected of being communists.

129. Review what pupils learned about civil liberties during the Civil War. Or if pupils did not study the Center's course for that level, have them read about civil liberties during the Civil War. Again they should note the role of those who enforce decisions and factors influencing their decisions. Discuss: Did these measures prove effective in combating subversion? To what degree did they interfere with civil liberties?	Hyman, Era of Weyl, Battle loyalty, chs. West, "Civil L ing the Civil
130. Have a pupil prepare a bulletin board display on some of the extremes to which individuals and government went during World War I in trying to fight German sympathizers.	Chafee, Free S Fear of Freedo 54-69, 102-04; Against Disloy
131. Have a pupil present a report on Civil Liberties in World War I. Once more have pupils note influences on those who made decisions as to how to interpret and carry out laws. Briefly analyze some of the Supreme Court cases arising out of the law. Also discuss: Did these measures prove effective in combatting subversion? To what degree did they interfere with civil liberties?	See procedure
132. Have several pupils present a panel discussion on the Red Scare after World War I. Discuss: Were the methods used in this fight against communism justified? What factors affected Palmer's decision? Did the measures prove an effective way of reducing communist strength in the U.S.?	Murray, Red Sc pecially chs. Chafee, Free S Fear of Freedo Yesterday.

pupils learned about civil liberties during ar. Or if pupils did not study the Center's that level, have them read about civil liber- the Civil War. Again they should note the se who enforce decisions and factors influenc- ecisions. Discuss: Did these measures prove n combating subversion? To what degree did ere with civil liberties?	Hyman, Era of the Oath; Weyl, Battle Against Disloyalty, chs. 5-6; West, "Civil Liberties During the Civil War."
l prepare a bulletin board display on some of s to which individuals and government went d War I in trying to fight German sympathizers.	Chafee, Free Speech; Biddle, Fear of Freedom, pp. 19-22, 54-69, 102-04; Weyl, Battle Against Disloyalty, chs. 7-8.
l present a report on Civil Liberties in . Once more have pupils note influences on ade decisions as to how to interpret and aws. Briefly analyze some of the Supreme arising out of the law. Also discuss: Did res prove effective in combatting subversion? ree did they interfere with civil liberties?	See procedure 130.
l pupils present a panel discussion on the Red World War I. Discuss: Were the methods s fight against communism justified? What ected Palmer's decision? Did the measures fective way of reducing communist strength ?	Murray, Red Scare, see especially chs. 3-5, 12-14; Chafee, Free Speech; Biddle, Fear of Freedom; Allen, Only Yesterday.

G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again. (Enforcing officers must decide how, when, and with what degree of stringency to enforce legal restrictions.)

G. Any decision is in part a product of the internalized values and the perceptions of the persons making the decision.

G. The decision-maker reacts to pressures from other decision-makers as well as from the outside.

S. Generalizes from data.

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

G. Countries are more intollerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.

A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.

5. During World Wars I and II t
to identify subversives an
age and sabatoge plots.

6. During World War II the fede
moved thousands of those of
cent into relocation camps,
as a means of preventing poss
and espionage on the West Coa

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PLE AS INDIVIDUALS, NOT
OF A PARTICULAR GROUP.

5. During World Wars I and II the FBI attempted to identify subversives an uncover espionage and sabatoge plots.

6. During World War II the federal government moved thousands of those of Japanese decent into relocation camps, without trials, as a means of preventing possible sabatoge and espionage on the West Coast.

133. Have a pupil give a report on the work of the FBI during World Wars I and II. Discuss: How did the procedures used by the FBI in these cases differ from those used during the Red Scare?	e.g. Weyl, B Disloyalty, Barth, Loyal
134. Show the film The Constitution and Military Power. This film deals with a person of Japanese descent who was ordered to a relocation camp. (The case is that of Korematsu v. United States.) Stop the film before it tells what happened in the case; call for volunteers to serve as the justices making the decision and ask them to role-play their discussion of what the decision should be. Then resume the showing of the film so that pupils can see how the case was actually decided.	The Constitu tary Power.

il give a report on the work of the FBI during I and II. Discuss: How did the procedures e FBI in these cases differ from those used Red Scare?	e.g. Weyl, *Battle Against Disloyalty*, chs. 7, 11; Barth, *Loyalty of Free Men*.
ilm *The Constitution and Military Power*. This with a person of Japanese descent who was a relocation camp. (The case is that of v. United States.) Stop the film before it happened in the case; call for volunteers to he justices making the decision and ask them ay their discussion of what the decision should resume the showing of the film so that pupils w the case was actually decided.	*The Constitution and Military Power*. IU-AVC. 29 min.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

G. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.

G. Countries are more intollerant of those considered subversives in times of crisis and threats from abroad than during times when they face no such threats.

G. The decision-maker reacts to pressures from other decision-makers as well as to pressures from the outside (such as public opinion and interest groups).

S. Considers possible alternative courses of action by examining consequences of each and checking these consequences against goals (values).

B. Since the beginning of the
munist countries, both sta
ernments have acted to try

ROCEDURAL SAFEGUARDS FOR
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e (such as public opinion
terest groups).

ders possible alternative
s of action by examining con-
nces of each and checking
consequences against goals
s).

B. Since the beginning of the Cold War with communist countries, both state and federal governments have acted to try to curb subversives.

135. Invite a Japanese American who was relocated during World War II to tell the class about his experiences and his reactions to them.

136. Have a pupil draw several cartoons showing different points of view about the Japanese relocation measure.

137. Discuss: On the basis of what you have found so far, what tends to happen to the interpretation of laws to prevent subversion during times of great emergency and of fear and frustration? How effective were the different measures in combatting subversion?

138. Have a pupil prepare a series of cartoons representing different viewpoints toward any one of the measures used to fight subversion.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Groups engaged in continued conflict with the outside tend to be intolerant within. They tolerate few departures from group norms.

S. Looks for relationships among events.

A. VALUES PROCEDURAL SAFEGUARDS.

G. The community demands order and stability -- goals which may be incompatible with the demands of individuals.

S. Generalizes from data.

S. Sets up hypotheses about consequences of alternative courses of action.

1. The FBI has continued and
erations in investigating
communist sympathizers and
Right groups in order to i
dangerous elements as well
espionage and sabatoge.
given the job of investiga
workers and applicants for

2. The federal loyalty and se
have tried to screen out c
others who might be securi
states and local governmen
lished their own forms of

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ypotheses about consequen-
ternative courses of action.

1. The FBI has continued and expanded its operations in investigating communists and communist sympathizers and certain Far Right groups in order to identify possible dangerous elements as well to prevent espionage and sabatoge. It has also been given the job of investigating government workers and applicants for government jobs.

2. The federal loyalty and security programs have tried to screen out communists and others who might be security risks. Some states and local governments have established their own forms of loyalty programs.

139. Have a pupil prepare a timeline to show international crises since World War II. Place it on the bulletin board or above the chalkboard. As pupils examine particular cases or laws or investigations, etc, have them look to see what was happening in international affairs at that time. Do they see any relationships among these events and international affairs?

140. Invite a local FBI man to class to discuss the role of the FBI in trying to identify communists and other possible dangerous elements in this country. He should describe the techniques used, the groups investigated, and the precautions taken to safeguard individual rights.

141. Have a pupil give a report on the work of the FBI since World War II in both: (a) fighting communists and espionage rings, and (b) collecting information about such groups as the Ku Klux Klan and civil rights violence.

142. Give pupils a brief summary of the evolution of the loyalty-security program of the federal government. Indicate original provisions and changes which were made in the

"Selected

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ince World War II. Place it on the bulletin
above the chalkboard. As pupils examine par-
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urity program of the federal government. Indicate
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Moreover, security progra
tended to some industries
those with government con

G. The community demands order and stability--goals which *may* be incompatible with the demands of individuals.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Freedom's relationship to democracy is a close and obvious one.

G. The community demands order and stability--goals which *may* be incompatible with the demands of individuals.

G. The contrast between democratic and non-democratic politicalsystems may be looked at as a conflict in basic underlying values.

G. Freedom's relationship to democracy is a close and obvious one.

S. Defines problem by isolating basic issues and identifying values and factual questions which need investigating.

A. IS SCEPTICAL OF PANACEAS.

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ICAL OF PANACEAS.

early years of the program. Discuss: What do you think the purposes are of such a program? How effective do you think this program would prove to be? What possible disadvantages might this program have?

143. Show the film National Security vs. Individual Rights. This film deals with the security case of Radulovich. Discuss: Do you think Radulovich was a security risk? If you had been the person making the decision, what decision would you have made in this case? What factors do you think were at work in the first place in bringing about the original decision? What effect do you think Morrow's See It Now program might have on the case?

Film: Na
Individua
Hill, 30

144. Break the class into small groups to discuss a variety of real or hypothetical cases related to the loyalty-security program. Have pupils read the cases and then discuss the questions which follow them.

Westin, D
pp. 15-19
"Security
cussion."

After the groups have discussed the cases, bring the class together again. Let a reporter from one group present that group's reactions to a particular case. If other groups disagreed or if there are strong minority reports from groups, hold a general class discussion on the case. Then go on to the other cases, letting a reporter from a different group present an opinion for each case. Have pupils identify the value conflicts involved in each case and the factual questions which are raised by arguments introduced in the support of each position. (If the class discusses the case of Congressman X in "Security Cases for Discussion," explain afterwards that the case was built around the career of Senator Joseph McCarthy who was one of the chief congressional investigators during the early 1950's.)

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urposes are of such a program? How effective do you
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the original decision? What effect do you think
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Film: National Security vs. Individual Rights, McGraw-Hill, 30 min.

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Westin, Discussion Cases, pp. 15-19.
"Security Cases for Discussion."

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G. The community demands order and stability--goals which may be incompatible with the demands of individuals.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

A. IS SCEPTICAL OF PANACEAS.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Freedom's relationship to democracy is a close and obvious one.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

a) Rejects whole-part arguments and insists upon further data.

b) Rejects post hoc arguments; looks for another factor which may have caused the later event.

145. Have a pupil give a report on the Abraham Chasanow case. He should stop before he tells what the outcome was and let pupils discuss what they think should have been done. Then have the pupil report the outcome of the case.	Lewis, "Wha Victim of *Reporter*, 17; Lewis, Report," *Re* 1955.
146. Read aloud some of the "Ten Commandments for Pure Conduct of Government Employees" which Thurman Arnold proposed in 1948 as a result of some of the government loyalty cases with which he was acquainted. Discuss: Why might people worry about the loyalty program as a means of fighting communism if Arnold's list is fair?	*Harper*, Nov 63.
147. Give pupils an exercise in which they must analyze the logic (particularly fallacies related to whole-part thinking and to post hoc thinking) in relationship to loyalty-security investigations of government employees. Discuss the exercise in class.	See Appendi

pupil give a report on the Abraham Chasanow case. uld stop before he tells what the outcome was and pils discuss what they think should have been done. ave the pupil report the outcome of the case.	Lewis, "What Happens to a Victim of Nameless Accusers," *Reporter*, Mch. 2, 1954, pp. 10-17; Lewis, "Security: Interim Report," *Reporter*, Sept. 8, 1955.
oud some of the "Ten Commandments for Pure Conduct rnment Employees" which Thurman Arnold proposed in a result of some of the government loyalty cases ich he was acquainted. Discuss: Why might people bout the loyalty program as a means of fighting sm if Arnold's list is fair?	*Harper*, Nov., 1948, pp. 61-63.
ils an exercise in which they must analyze the particularly fallacies related to whole-part think- to post hoc thinking) in relationship to loyalty- y investigations of government employees. Discuss rcise in class.	See Appendix.

S. Defines problem by identifying values involved.

G. The community demands order and stability -- goals which *may* be incompatible with the demands of individuals.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

S Adjusts reading rate to purpose in reading and to type of material read.

S. Reads for details.

148. Have a pupil give an oral report on the Dr. Condon case. Discuss: Do you think it was in the interests of the security of this country to decide the case in this way? Why or why not? What value conflicts were involved in this case?

Biddle, Fea
pp. 226-230
ington Witc
Stripling,
America; Ca
tee on Un-A
pp. 131-153

149. Have several pupils who are interested in science investigate the Oppenheimer case and present a panel discussion on the question: Did the Board's action in declaring Oppenheimer a security risk increase our national security? (Tell the class about the award made to Oppenheimer by President Johnson.) Afterwards, have the class analyze the value conflicts involved in the case.

Curtis, Opp
Strout, Con
and Securit
Dr. J. Robe
Life, Mch.
34a.

150. Have a group of students interview a local university physicist on the current scientific regulations designed to preserve security and on his reactions to them.

151. Have several pupils examine the program for security in our armed forces. They should look at the oaths that inductees must sign and at some of the cases which arose under the security program. They should also investigate what has happened recently in connection with this program. Has it changed at all since the early 1950's? Then have the pupils present a panel discussion on the basis of their findings.

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152. Point out that states and local governments and even industry have set up their own security prgrams. Then give pupils a copy of "Cases related to the Security Programs" of the federal, local and state governments, industrial security programs, and the right to practice law and medicine in different states. Discuss purpose in reading these cases.

"Cases Rela
Programs."

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this country to decide the case in this way?
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Biddle, Fear of Freedom, pp. 226-230; Andrews, Washington Witch Hunt, ch. 4; Stripling, Red Plot Against America; Carr, House Committee on Un-American Activities, pp. 131-153.

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ohnson.) Afterwards, have the class analyze the
icts involved in the case.

Curtis, Oppenheimer Case; Strout, Conscience, Science, and Security: The Case of Dr. J. Robert Oppenheimer; Life, Mch. 3, 1967, pp. 34-34a.

of students interview a local university
on the current scientific regulations designed
security and on his reactions to them.

pupils examine the program for security in our
s. They should look at the oaths that inductees
nd at some of the cases which arose under the
ogram. They should also investigate what has
cently in connection with this program. Has
at all since the early 1950's? Then have the
ent a panel discussion on the basis of their

Yarmolinsky, Case Studies in Personal Security.

at states and local governments and even indus-
t up their own security prgrams. Then give pu-
of "Cases related to the Security Programs" of
, local and state governments, industrial secur-
s, and the right to practice law and medicine
t states. Discuss purpose in reading these cases.

"Cases Related to the Security Programs."

G. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects.

G. Government action may help increase as well as restrict individual rights.

G. The separation of powers is built on an assumption and division of political functions which cannot be demonstrated easily in reality. (The law-making function is undertaken by all three branches.)

G. Freedom's relationship to democracy is a close and obvious one.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. Even those courts appointed for life are not free from the all-pervasive pressures of public opinion, widely held values and beliefs, and other political pressures.

A. HAS A REASONED LOYALTY TO THE U.S.

A. VALUES PROCEDURAL SAFEGUARDS.

(Note need to read for details.) How should pupils adjust reading rate to such a purpose? Have pupils read through these cases and discuss them one by one at first. Then you might group some of the briefer statements which relate to the same kind of question. (Or break the class into groups to read and discuss groups of cases and have reporters tell the class about the effects of the cases upon the loyalty-security program.) Have pupils discuss whether or not they think the decision in a case was correct.

Discuss: On the basis of these cases, have you changed your mind at all about the effectiveness of the government loyalty-security program or don't you think that these cases help decide that question? Have you changed your mind at all about the possible disadvantages of such a program? (Or have you changed your mind at all about how this program or similar programs in state and local governments might affect civil rights?) What function was the Supreme Court carrying out in deciding these cases? How can you account for what seems like a change in position [illegible] the Court?

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

S. Defines problem by isolating basic issues and identifying assumptions, values involved, and factual questions which need investigating.

A. HAS A REASONED LOYALTY TO THE U.S. AND DESIRES TO MAKE IT AN EVER BETTER PLACE IN WHICH TO LIVE.

S. Having determined the causes of a social problem, scrutizes possible consequences, of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal.

153. Have a pupil give a report on the Otepka case and recent developments in the security program.	Use Reader's G clippings, (e. Tribune, June p. 15A.)
154. Have a group of pupils prepare a panel discussion on the pros and cons of the government loyalty-security program at the federal level. Or have several pupils prepare one chart on the pros and cons of the security program and another on possible changes in the program. Discuss in class: Would you agree that these changes would be wise? Why or why not?	
155. Set up a loyalty-review board in class to review the loyalty of some of the students in the class to the school. Have several other students bring mock charges against certain students for disloyalty. The board should role-play a discussion of whether or not such charges indicate disloyalty to the school. Such role-playing should help pupils understand the difficulty of defining loyalty. Now discuss: What do we mean by loyalty to the U.S.? Read aloud quotations from Commager on what constitutes loyalty. Do pupils agree or disagree? Why?	Commager, Fre Dissent, ch.
156. Have each pupil write an editorial on his reactions to the government loyalty-security program. He should evaluate the program in terms of his position on the value conflict involved and his conclusions on the factual questions related to the effectiveness of the program in achieving desired ends and the effect on civil liberties.	

l give a report on the Otepka case and re-
pments in the security program.

Use Reader's Guide and clippings, (e.g. Mpls. Tribune, June 11, 1967, p. 15A.)

p of pupils prepare a panel discussion on the
ns of the government loyalty-security program
ral level. Or have several pupils prepare one
e pros and cons of the security program and
possible changes in the program. Discuss in
ld you agree that these changes would be wise?
not?

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of the students in the class to the school. Have
er students bring mock charges against certain
r disloyalty. The board should role-play a dis-
whether or not such charges indicate disloyalty
ol. Such role-playing should help pupils under-
ifficulty of defining loyalty.

Commager, Freedom, Loyalty, Dissent, ch. 5.

: What do we mean by loyalty to the U.S.? Read
tions from Commager on what constitutes loyalty.
gree or disagree? Why?

upil write an editorial on his reactions to
ent loyalty-security program. He should eval-
ogram in terms of his position on the value
volved and his conclusions on the factual ques-
ed to the effectiveness of the program in achiev-
ends and the effect on civil liberties.

S. Defines problems by identifying factual questions which need investigating.

S. Defines problem by isolating basic issues and identifying assumptions, values involved, and factual questions which need investigating.

S. Having determined the causes of a social problem, scrutinizes possible consequences, of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal.

G. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated easily in reality.

3. Loyalty oaths have been use
federal, state, and local g
screen out potential securi

4. Congressional and state leg
tees have carried on invest
gather information about th
islation, to put pressure o
tion for stricter security
arouse public opinion, and
punish individuals through

roblems by identifying
uestions which need in-
ng.

oblem by isolating basic
d identifying assumptions,
volved, and factual ques-
ch need investigating.

termined the causes of a
oblem, scrutinizes possible
ces, of alternative courses
, evaluates them in the light
values, lists arguments for
st each proposal, and selects
e of action which seems most
prove helpful in achieving
ed goal.

ation of powers is built
umption of a division of
functions which cannot be
ted easily in reality.

3. Loyalty oaths have been used widely by federal, state, and local governments to screen out potential security risks.

4. Congressional and state legislative committees have carried on investigations to gather information about the need for legislation, to put pressure on the administration for stricter security measures, to arouse public opinion, and at times to punish individuals through publicity.

157. Show the film The Challenge which deals with a bus driver who was fired for refusal to sign a loyalty oath. The film shows a PTA meeting discussing the question but does not come to a decision. Ask the class members to assume the roles of PTA members and try to reach a decision. Discuss: What factual questions are involved in making such a decision?

Film, The C
distrubuted

158. Remind pupils of the use of loyalty oaths in the Civil War and in some of the cases examined thus far. Now have two pupils debate the use of loyalty oaths to fight subversion.

e.g. Dougla
Mind, pp. 2
of Freedom,
153; Gelhor
version; Ch
of Liberty;
ties, May,
Oaths Fallin
Die, Others
"Medicare O
Civil Liber
pp. 1, 6; S
Nov., 1951.

159. Have a pupil prepare a bulletin board display, using clippings, on any current congressional investigation related to subversion.

160. Have pupils read about and discuss any recent congressional investigation related to subversion.

film *The Challenge* which deals with a bus driver fired for refusal to sign a loyalty oath. The ws a PTA meeting discussing the question but does to a decision. Ask the class members to assume of PTA members and try to reach a decision. What factual questions are involved in making ecision?	Film, *The Challenge*, 28 min., distrubuted by AFL-CIO.
pils of the use of loyalty oaths in the Civil n some of the cases examined thus far. Now pupils debate the use of loyalty oaths to version.	e.g. Douglas, *Freedom of the Mind*, pp. 21-23; Biddle, *Fear of Freedom*, pp. 14-15, 150-153; Gelhorn, *States and Subversion*; Chaffee, *Blessings of Liberty*; ACLU, *Civil Liberties*, May, 1967, "Loyalty Oaths Falling Faster, 3 More Die, Others Marked," p. 3; "Medicare Oath Downed," ACLU *Civil Liberties*, Dec., 1966, pp. 1, 6; *Social Education*, Nov., 1951.
pil prepare a bulletin board display, using , on any current congressional investigation o subversion.	
ls read about and discuss any recent congres- vestigation related to subversion.	

S. Defines problem by isolating basic issues and identifying values involved.

G. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated in reality.

G. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated in reality.

G. A law or policy must be effecuated and applied; in that process the whole decision-making and influence process goes on again.

A. VALUES PROCEDURAL SAFEGUARDS FOR THE ACCUSED.

161. Divide the class up into groups to discuss case number one on investigating committees from Westin's pamphlet. Then call on a reporter from one of the groups to present his group's conclusions about the case. If reporters from the other groups disagree, hold a general class discussion of the major issue in the case which concerns the right of the committee to investigate the views of a professor at a private college.	Westin, Discu pp. 11-12.
Now have a pupil give a report on the purposes of congressional investigating committees.	Taylor, Grand Barth, Gov't. tion.
162. Have several pupils present a combination symposium-panel discussion on the pros and cons of congressional investigations into subversion.	Taylor, Grand Loyalty of Fr Gov't. by Inv bloom, Am. Se dom, pp. 56-6 Committees on Activities; S Plot Against Battle Agains Andrews, Wash Hunt, chs. 3- of Freedom, c But We Were B Buckley and B and His Enemi Where We Came ed., Investig Congress; Man Setting of In 176.
Or have them prepare a large wall chart summarizing the pros and cons of congressional investigations related to subversion. They should then elaborate upon the points in class.	

class up into groups to discuss case number estigating committees from Westin's pamphlet. on a reporter from one of the groups to pre- roup's conclusions about the case. If report- he other groups disagree, hold a general class of the major issue in the case which concerns of the committee to investigate the views of a at a private college.	Westin, *Discussion Cases*, pp. 11-12.
pupil give a report on the purposes of con- investigating committees.	Taylor, *Grand Inquest*; Barth, *Gov't. by Investigation*.
al pupils present a combination symposium-pan- ion on the pros and cons of congressional in- ns into subversion.	Taylor, *Grand Inquest*; Barth, *Loyalty of Free Men*; Barth, *Gov't. by Investigation*; Goldbloom, *Am. Security and Freedom*, pp. 56-62; Carr, *House Committees on Un-American Activities*; Stripling, *Red Plot Against America*; Weyl, *Battle Against Disloyalty*; Andrews, *Washington Witch-Hunt*, chs. 3-4; Thomas, *Test of Freedom*, ch. 8; Davis, *But We Were Born Free*, ch. 1; Buckley and Bozell, *McCarthy and His Enemies*; Wechsler, *Where We Came Out*; Johnson, ed., *Investigating Powers of Congress*; Mandlebaum, *Social Setting of Intolerance*, pp. 130-176.
em prepare a large wall chart summarizing the ons of congressional investigations related ion. They should then elaborate upon the class.	

S. Checks on the bias and competency of witnesses, authors, and producers of material.

S. Looks for points of agreement and disagreement among witnesses, authors, and producers of information.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Checks on the competency of witnesses.

163. One of the best-known court cases arising out of congressional investigations was the Hiss case. Have a pupil read two or more of the books written about Hiss. He should write a paper on the case, evaluate the books in terms of bias and competency and completeness of data, and note particularly pertinent differences and similarities in the books. He might also make a report to class. Or several pupils might read different books on the Hiss case and present a panel discussion about the case. They should be sure to compare the books as sources of information.

De Toledano
of Treason;
Jowitt, The
Alger Hiss;
of Public Op
eration on
Red Plot Aga
Six Crises.

164. Another famous case arising out of investigations was the Owen Lattimore case. Have several pupils present a panel discussion on this case. They should discuss the assumptions and arguments used in the case, and they should also discuss their sources of information. Be sure to analyze in class the reasons for Judge Youngdahl's decision to dismiss the main charges against Lattimore.

Weyl, Battle
ty; Lattimo
Slander; Mc
ism, The Fi
Buckley and
and His Ene

165. If pupils have not studied the Center's program in the junior high school, you may wish to use some kind of demonstration to show problems in accuracy of testimony. For example, show the film Fidelity of Report, stop it after it shows the robbery for the first time, ask pupils to answer a series of questions about details of the robbery and then show the rest of the film which repeats the crime. Discuss: How accurate were you as witnesses? Do you think that you were more or less accurate than a real witness might be? Why?

Film: Fidel
State Univ.

One or two weeks later, repeat the test on the facts of the robbery and check to see how much has been forgotten in only this length of time. Discuss: How many of these facts do you think you would remember after seven years? Would you be more likely to remember facts in which you

best-known court cases arising out of congres-
estigations was the Hiss case. Have a pupil
r more of the books written about Hiss. He
te a paper on the case, evaluate the books in
ias and competency and completeness of data,
articularly pertinent differences and similar-
he books. He might also make a report to class.
pupils might read different books on the Hiss
resent a panel discussion about the case. They
sure to compare the books as sources of infor-

De Toledano and Lasky, Seeds of Treason; Chambers, Witness; Jowitt, The Strange Case of Alger Hiss; Hiss, In the Court of Public Opinion; Cooke, Generation on Trial; Stripling, Red Plot Against America; Nixon, Six Crises.

mous case arising out of investigations was the
more case. Have several pupils present a panel
on this case. They should discuss the assump-
arguments used in the case, and they should also
eir sources of information. Be sure to analyze
he reasons for Judge Youngdahl's decision to dis-
ain charges against Lattimore.

Weyl, Battle Against Disloyalty; Lattimore, Ordeal by Slander; McCarthy, McCarthyism, The Fight for America; Buckley and Bozell, McCarthy and His Enemies.

have not studied the Center's program in the
h school, you may wish to use some kind of dem-
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hows the robbery for the first time, ask pupils
a series of questions about details of the rob-
hen show the rest of the film which repeats the
iscuss: How accurate were you as witnesses? Do
that you were more or less accurate than a real
ight be? Why?

Film: Fidelity of Report, Pa. State Univ., 1 reel.

weeks later, repeat the test on the facts of
ry and check to see how much has been forgotten
his length of time. Discuss: How many of these
ou think you would remember after seven years?
be more likely to remember facts in which you

G. The community demands order and stability -- goals which may be incompatible with the demands of individuals.

S. Identifies assumptions.

S. Checks on the completeness of data. (Rejects whole-part, all-none, post-hoc arguements.)

G. The means used may interfere with the achievement of ends.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

S. Interprets cartoons.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

knew a crime had been committed or facts about circumstances in which you were not thinking about a crime? Now discuss the implications for court cases and congressional investigating committees. Ask: How do these committees get around the statute of limitations?

166. Play a recording of some of the investigations conducted by congressional committees. Have pupils analyze the material in terms of effects on civil liberties and upon achieving the goal of combatting subversion. Also have them analyze the logic and assumptions of members of the committee.

Recordin
on Un-Am
(San Fra
Folkways

167. Give pupils a series of scrambled quotations from communists, some investigators and some far right groups about the ends justifying the means. Have pupils try to identify the statements made by communists. Then identify the statements with the authors. Discuss: Do you think that the means used by communists should be used to fight communism? Why or why not?

See Appen

168. Project some of the cartoons which have appeared in support of or critical of congressional investigating committees. Have pupils analyze them in terms of the main idea presented, the techniques used to present this idea, etc.

169. Have several pupils read different books about Senator Joseph McCarthy and present a combination symposium-panel on the question: Did McCarthy do more harm or more

Buckley a
and His E
and May,

a crime had been committed or facts about circum-
ces in which you were not thinking about a crime?
discuss the implications for court cases and congres-
al investigating committees. Ask: How do these com-
ees get around the statute of limitations?

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congressional committees. Have pupils analyze the
rial in terms of effects on civil liberties and up-
chieving the goal of combatting subversion. Also
them analyze the logic and assumptions of members
ne committee.

Recordings: House Committee on Un-American Activities (San Francisco, May, 1960), Folkways; Witness, Riverside.

pupils a series of scrambled quotations from com -
ts, some investigators and some far right groups
the ends justifying the means. Have pupils try to
ify the statements made by communists. Then ident-
he statements with the authors. Discuss: Do you
that the means used by communists should be used
ght communism? Why or why not?

See Appendix.

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of or critical of congressional investigating com-
ees. Have pupils analyze them in terms of the main
presented, the techniques used to present this idea,

several pupils read different books about Senator
h McCarthy and present a combination symposium-pan-
the question: Did McCarthy do more harm or more

Buckley and Bozell, McCarthy, and His Enemies; Anderson and May, McCarthy, The Man,

S. Generalizes from data.

G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

S. Checks on the bias and competency of authors.

S. Identifies and examines assumptions to decide whether he can accept them.

S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts, inferences, and value judgments.)

S. Looks for points of agreement and disagreement among witnesses, authors, and producers of information.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

good in his fight against communism?

The Senator,
Carthy, McCa
Fight for Am
Senator Joe
Where We Cam
Mandelbaum,
of Intoleran
De Antonio a
of Order; La
Controversy

170. Give pupils a copy of one of McCarthy's speeches and have them analyze it in terms of basic assumptions, persuasion devices, logical arguments, evidence presented, completeness of data, etc. Let several students check sources from which McCarthy quoted or give pupils an analysis made by someone else of such sources.

Discuss: What made McCarthy's speeches so persuasive with many people? Do you think that he was justified in the techniques that he used in trying to achieve his ends? Why or why not?

"Selected Re

his fight against communism?

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m analyze it in terms of basic assumptions, per-
devices, logical arguments, evidence presented,
ness of data, etc. Let several students check
from which McCarthy quoted or give pupils an an-
ade by someone else of such sources.

What made McCarthy's speeches so persuasive
y people? Do you think that he was justified
echniques that he used in trying to achieve his
hy or why not?

The Senator, the "Ism"; McCarthy, McCarthyism, the Fight for America; Rovere, Senator Joe McCarthy; Wechsler, Where We Came Out, parts 2-3; Mandelbaum, The Social Setting of Intolerance, pp. 130-176; De Antonio and Talbot, Point of Order; Latham, Communist Controversy in Washington.

"Selected Readings."

S. Detects various types of persuasion devices. (Identifies card-stacking by quoting out of context.)

S. Rejects whole-part arguments.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

S. Checks on the bias and competency of authors.

S. Identifies and examines assumptions to decide whether he can accept them.

S. Recognizes differences in difficulty of proving statements. (Distinguishes between facts, inferences, and value judgments.)

S. Looks for points of agreement and disagreement among witnesses, authors, and producers of information.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

171. Or play a recording of one of McCarthy's speeches and have pupils analyze the speech for what is said, evidence presented, assumptions, persuasion devices used, etc. Discuss difference in listening to evaluate and listening for main ideas.

Now either give pupils some of the actual statements to which McCarthy refers as his evidence or have pupils look up the references which he cites. Does the evidence support McCarthy's interpretation of it? Was McCarthy justified in using such statements to fight communism? Why or why not?

S. Detects various types of persuasion devices. (Identifies card-stacking by quoting out of context.)

S. Rejects whole-part arguments.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

S. Listens to evaluate what he hears.

S. Checks on the completeness of data. (Identifies card-stacking such as quoting out of context.)

S. Distinguishes between relevant and irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.

S. Rejects whole-part arguments and insists upon further data.

S. Identifies and examines assumptions to decide whether he can accept them.

172. Ask all pupils to write an editorial on the question: Does the U.S. need to fear Soviet power? Now take several of these editorials and type them up with certain words and phrases omitted or type up certain sentences out of context in such a way as to modify the meaning. Project or read them aloud to class, citing author's name. When he objects, ask him if he didn't say this in his paper. Discuss such use of quoting out of context for the purpose of combatting subversion.

173. Have several pupils dramatize sections from famous congressional hearings such as that of Bishop Oxnam or James Wechsler. Or have all members of the class read excerpts from the transcript of such a hearing. "Selected Readings,"

Discuss the kinds of questions asked and the logic of the arguments used.

S. Adjusts reading rate to purpose for reading.

S. Reads for details.

G. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects or at least slow action down.

G. Government action may help increase as well as restrict individual rights.

G. Constitutions must have an ultimate interpreter, since they are by nature ambiguous and nonspecific.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. IS SCEPTICAL OF PANACEAS

S. Checks on the bias and competency of authors. (Notes whether the author would be hurt by an opposite report.)

174. Break the class up into buzz groups to discuss the second case in Westin on concressional investigating committees. Afterwards hold a general class discussion if the groups arrive at different conclusions.

Westin, Discuss
pp. 12-13.

175. Point out to the class that a number of witnesses have refused to answer questions before the congressional committees or grand juries. What did McCarthy call such people? What action was sometimes taken against them? Now have pupils read brief summaries of court cases related to the refusal to answer questions. (You will probably wish to have pupils read and discuss these cases one at a time. Use only those cases in Part One at this time. Remind the class of the need to adjust their reading rate to purpose of reading for details.) Discuss the arguments for refusal to answer questions. (What have the courts said about such grounds for refusal? Do you think the arguments are sound? etc.) Also review the role of the Supreme Court in interpreting the Constitution.

West, "Cases Re
fusal to Answe
Part I.

176. Have a pupil prepare an imaginary editorial which might have appeared in England or France as the result of some of the hearings before Congressional committees. Read it to the class and then discuss the effects of hearings upon our image abroad. Remind pupils that McCarthy investigated state department personnel and charged some with turning in reports which favored the communist cause. Discuss: If you had been a representative of the State Department overseas, how might these attacks on others have affected your reporting of what you saw in the country to which you were assigned?

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Westin on concressional investigating com-
fterwards hold a general class discussion if
arrive at different conclusions.

Westin, Discussion Cases, pp. 12-13.

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such grounds for refusal? Do you think the
re sound? etc.) Also review the role of the
rt in interpreting the Constitution.

West, "Cases Related to Refusal to Answer Questions," Part 1.

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g in reports which favored the communist
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epartment overseas, how might these attacks
ave affected your reporting of what you saw
try to which you were assigned?

S. Checks on the bias and competency of witnesses, authors, and producers of material.

S. Looks for points of agreement and disagreement among authors.

G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.

S. Generalizes from data.

S. Generalizes from data.

S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative course of action, evaluates them in the light of basic values, lists arguments for and against each pro-

177. Show the film Operation Abolition and also the film which analyzes it and the way it was made. Discuss.	Film: Operati
178. A pupil might read and compare Miller's play The Crucible with Starkey's, A Devil in Massachusetts. He should write a paper doing two things: (1) evaluating the historical accuracy of the play, and (2) discussing the comparisons which Miller was interested in drawing between the Salem Witch Trials and some of the modern attempts to combat subversion.	Miller, Cruci A Devil In Ma
179. Have several pupils examine the records of the 1966 hearings on the Ku Klux Klan and the publicity which these hearings received. They should discuss the hearings in class and compare them with the purposes and techniques used in the communist hearings. They should also report on any effects of these hearings.	Use Reader's
180. Have a group of pupils investigate the House Committee on Un-American Activities hearings into anti-war activities during the summer of 1966. They should discuss the hearings and the way in which witnesses behaved at the hearings. Also discuss: What was the purpose of the hearings? Was this purpose related to the legislative function?	Use Reader's
181. Break the class into buzz groups to discuss case 3 under congressional investigating committees in Westin's pamphlet. After a brief time for discussion of the case, hold a general class discussion on the following questions:	Westin, Discus pp. 14-15.

film Operation Abolition and also the film alyzes it and the way it was made. Discuss.	Film: Operation Abolition.
might read and compare Miller's play The Cruci- Starkey's, A Devil in Massachusetts. He should paper doing two things: (1) evaluating the his- accuracy of the play, and (2) discussing the ons which Miller was interested in drawing be- e Salem Witch Trials and some of the modern at- o combat subversion.	Miller, Crucible; Starkey, A Devil in Massachusetts.
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class into buzz groups to discuss case 3 under onal investigating committees in Westin's pamph- er a brief time for discussion of the case, hold class discussion on the following questions:	Westin, Discussion Cases, pp. 14-15.

posal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

G. Constitutions may contain negative prohibitons as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects or at least slow such action down.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Federalism pays greater homage than unitary government to local differences and autonomy, but it also pays the greater price in inconsistencies, diversity, and competition.

S. Rejects whole-part arguments.

S. Generalizes from data.

S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative

5. Some people have suggeste
amendment be repealed; imm
been passed to get evidenc
otherwise be self-incrimin

6. Lie detectors have been us
security programs in indus
in government; some peopl
to see our laws changed t
of lie-detector evidence in

nd selects the course of
hich seems most likely to
lpful in achieving the de-
al or goals.

tions may contain negative
ons as well as grants of
d statements of relation-
hat is, they may in democ-
revent majority action on
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rast between democratic and
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s the greater price in in-
ncies, diversity, and com-
.

whole-part arguments.

zes from data.

etermined the causes of a
roblem, scrutinizes possi-
equences of alternative

5. Some people have suggested that the fifth amendment be repealed; immunity laws have been passed to get evidence which might otherwise be self-incriminating.

6. Lie detectors have been used widely in security programs in industry as well as in government; some people would like to see our laws changed to permit the use of lie-detector evidence in trials.

How effective do you think congressional investigating committees have been in fighting subversion? What effects have they had upon civil liberties? What procedural safeguards do you think such committees should follow? Why? Do you think such committees should be given more power? Should their power be restricted? Why or why not?

182. Have several pupils debate the pros and cons of the 5th amendment provision against self-incrimination. Then remind pupils of the immunity laws and have pupils read and discuss the number of cases arising under the immunity laws. Discuss the problems arising between the federal and state governments over testimony by people who might be called by both levels of government for testimony.

Griswold, The
Today. (One s
printed in Sch
can Government
pp. 259-269.)
Hook, Common S
Fifth Amendmen
Civil Libertie
States, pp. 14
Blessings of Li
Davis, But We

183. Have a pupil give a report on the use of lie detector tests in government and industry. (You might even have someone bring in an uncomplicated machine to dem-

Series of arti
magazine (June
July 20, 1954;

ve do you think congressional investigating
have been in fighting subversion? What ef-
they had upon civil liberties? What proce-
uards do you think such committees should fol-
Do you think such committees should be given
Should their power be restricted? Why or

l pupils debate the pros and cons of the 5th
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ls of the immunity laws and have pupils read
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ate governments over testimony by people who
lled by both levels of government for testi-

Griswold, *The Fifth Amendment Today*. (One section is reprinted in Schmidt, ed, *American Government in Action*, pp. 259-269.) Hook, *Common Sense and the Fifth Amendment*; Cushman, *Civil Liberties in the United States*, pp. 140-144; Chafee, *Blessings of Liberty*, ch. 7; Davis, *But We Were Born Free*.

l give a report on the use of lie detector
overnment and industry. (You might even
ne bring in an uncomplicated machine to dem-

Series of articles in *Reporter* magazine (June 8, June 22, July 20, 1954; June 9, 1953) courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

S. Reads for details.

S. Looks for relationships among events.

S. Adjusts reading rate to purpose in reading.

S. Reads for details.

G. Even those courts appointed for life are not free from the all-pervasive pressures of public opinion, widely-held values and beliefs, and other political pressures.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. Constitutions must have an ultimate interpreter, since they are of nature ambiguous and non-specific.

7. The federal government has
of acts aimed at controlli
within this country, preve
of more communists or trav
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of action, evaluates them
ight of basic values, lists
s for and against each pro-
nd selects the course of
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nternalized values, the
ons, and the experiences
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tions must have an ulti-
erpreter, since they are
e ambiguous and non-spe

7. The federal government has passed a series of acts aimed at controlling the communists within this country, preventing the entry of more communists or travel abroad for communists or communist sympathizers.

onstrate such tests and the principle behind them.

Science Dige
Sept., 1954;
gest, Nov.,
Privacy of I
7.

Discuss: How effective are those machines in achieving purposes? (Are they reliable in picking out only those who lie?) How does the use of such tests affect people's liberties? Do you think the use of such tests should be expanded? restricted?

184. Have pupils read excerpts from the Smith Act or at least a summary of the Act. Discuss: When was this act passed? What was happening in this country at that time? What was the purpose of the act when it was passed? Then tell pupils how the act was first used against Trotskyites rather than members of the U.S. Communist Party.

West, "Acts
munist Acti

185. Have pupils read Judge Medina's charge to the jury in the trial of the top 11 communists. (Remind them to read slowly for details.) Discuss the difference between advocacy and conspiracy to advocate. Then have the pupils read excerpts from the majority opinion and dissenting opinions in the Dennis case. Or have pupils read a brief summary of the case. Then discuss the decision of the Supreme Court. Also ask: When was the decision reached? Do you think the same decision would be made today? Why or why not? (Note possible effects of different membership on the Court, of different public atmosphere, of differences in ideas about the strength of the Communist Party and so the "clear and present danger," etc.)

"Selected Re
"Cases Relat
Act."

such tests and the principle behind them.

How effective are those machines in achieving
(Are they reliable in picking out only those
How does the use of such tests affect people's
? Do you think the use of such tests should be
restricted?

Science Digest, Oct., 1955. Sept., 1954; Reader's Digest, Nov., 1953. Brenton, Privacy of Invaders, chs. 6-7.

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of the Act. Discuss: When was this act passed?
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w the act was first used against Trotskyites
an members of the U.S. Communist Party.

West, "Acts Regulating Communist Activities."

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oday? Why or why not? (Note possible effects
ent membership on the Court, of different pub-
phere, of differences in ideas about the strength
mmunist Party and so the "clear and present dan-
.)

"Selected Readings" or West, "Cases Related to Smith Act."

S. Sets up hypotheses about consequences of alternative courses of action.

S. Tests hypotheses against data.

S. Generalizes from data.

186. Have pupils read the rest of the descriptions of cases arising under the Smith Act. It is probably wise to read and discuss them one at a time. Be sure to discuss the reasons for the decisions and also the implications of these cases for both the effectiveness of the Smith Act in fighting subversion and the effect of the act upon civil liberties. Once more have pupils note the important role of the Supreme Court in our system.	West, "Cases Smith Act."
187. Have several pupils present a symposium-panel on the Internal Security Act of 1950. They should tell the pupils about the provisions of the Act and then discuss the pros and cons of the act. Have the class try to predict possible outcomes of this Act in terms of effectiveness, impact upon civil liberties, and Supreme Court interpretations on constitutionality.	Guttman, Comm Courts, and Goldbloom, Ar and Freedom, Chafee, Bless Barth, Loyal pp. 42-47; B Freedom, pp. Weyl, Battle alty, ch. 19
188. Have a pupil investigate recent cases related to the Internal Security Act. What has happened to this act as the result of Supreme Court decisions? Now discuss: On the basis of how this act has operated and the Supreme Court decisions, how effective do you think the act has been in combatting communism in this country? What effect do you think it has had on civil liberties?	"Selected Re and Peltason People, pp. ed., Problem American Dem 461; Use Rea locate infor recent decis
189. Have a group of students present a combination symposium-panel discussion on changes in the immigration acts to fight subversion.	Goldbloom, A and Freedom, cox, Civil L Attack, pp. Fundamental Free People:

ils read the rest of the descriptions of cases under the Smith Act. It is probably wise to discuss them one at a time. Be sure to discuss ons for the decisions and also the implications cases for both the effectiveness of the Smith ighting subversion and the effect of the act up- liberties. Once more have pupils note the im- role of the Supreme Court in our system.	West, "Cases Related to Smith Act."
eral pupils present a symposium-panel on the In- ecurity Act of 1950. They should tell the pu- ut the provisions of the Act and then discuss and cons of the act. class try to predict possible outcomes of this erms of effectiveness, impact upon civil liber- d Supreme Court interpretations on constitution-	Guttman, *Communism, the Courts, and the Constitution*; Goldbloom, *American Security and Freedom*, pp. 49-53; Chafee, *Blessings of Liberty*; Barth, *Loyalty of Free Men*, pp. 42-47; Biddle, *Fear of Freedom*, pp. 28-31, 106-107; Weyl, *Battle Against Disloyalty*, ch. 19.
upil investigate recent cases related to the In- ecurity Act. What has happened to this act as lt of Supreme Court decisions? Now discuss: On s of how this act has operated and the Supreme ecisions, how effective do you think the act has combatting communism in this country? What ef- you think it has had on civil liberties?	"Selected Readings;" Burns and Peltason, *Gov't. By the People*, pp. 150-152; Riddle, ed., *Problems and Promise of American Democracy*, pp. 460-461; Use *Reader's Guide* to locate information on more recent decisions.
roup of students present a combination sympos- l discussion on changes in the immigration acts subversion.	Goldbloom, *American Security and Freedom*, pp. 53-55; Wilcox, *Civil Liberties Under Attack*, pp. 70-73; Konvitz, *Fundamental Liberties of A Free People: Religion, Speech,*

S. Defines problem by identifying values involved.

S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. The decision-maker reacts to pressures from other decision-makers as well as to pressures from the outside (such as public opinion and interest groups).

	Press; O'Br curity and Thomas, The Campbell, T
190. Divide the class into groups to discuss brief case studies related to some of those denied entry to the U.S. under the changed immigration laws. Have reporters present the opinions of their groups. If they differ, hold a general class discussion of the case. Be sure to have the class (a) identify the value conflict involved in each case, and (b) consider the probable consequences of the course of action taken by the U.S. government.	West, "Case gration."
191. Give pupils a dittoed account of several Americans who have been denied passports to travel abroad and of the general denial of passports to travel in Red China and Cuba. Have pupils who have read Luce describe the effects of the restrictions on Luce and his friends.	Bulletin of Oct., 1952. Guide. Luc
192. Have pupils read a summary of the provisions of the Communist Control Acts of 1954. Discuss the provisions in terms of possible effectiveness and effects upon civil liberties. Then have a pupil tell the class about the events leading up to the passage of these acts and the debate related to the acts. (Discuss in terms of factors affecting decision-making.)	West, "Acts munist Acti Guttman, Co and the Con Gelhorn, Am

	Press; O'Brian, National Security and Individual Freedom; Thomas, The Test of Freedom; Campbell, The Golden Door.
he class into groups to discuss brief case stud- ated to some of those denied entry to the U.S. un- changed immigration laws. Have reporters present ions of their groups. If they differ, hold a class discussion of the case. Be sure to have s (a) identify the value conflict involved in e, and (b) consider the probable consequences of se of action taken by the U.S. government	West, "Cases Related to Immigration."
ils a dittoed account of several Americans who n denied passports to travel abroad and of the denial of passports to travel in Red China and ave pupils who have read Luce describe the ef- the restrictions on Luce and his friends.	Bulletin of Atomic Scientists, Oct., 1952. Use Reader's Guide. Luce, The New Left.
ils read a summary of the provisions of the Com- ontrol Acts of 1954. Discuss the provisions in possible effectiveness and effects upon civil s. Then have a pupil tell the class about the eading up to the passage of these acts and the elated to the acts. (Discuss in terms of fac- ecting decision-making.)	West, "Acts Regulating Communist Activities." Guttman, Communism, the Courts, and the Constitution, pp. 113ff. Gelhorn, Am. Rights, pp. 70-95.

S. Having determined the causes of a social problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence. (Identifies examples of card-stacking, including quoting out of context.)

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS

A. IS SCEPTICAL OF PANACEAS.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

S. Defines problem by identifying values involved.

9. Attempts have been made to
tapping laws to make it ea
evidence and prosecute pos

10. Both legal and informal
attempted to restrict sub
ture and propaganda.

ermined the causes of a
blem, scrutinizes possi-
quences of alternative
action, evaluates them
ht of basic values, lists
for and against each pro-
selects the course of
ch seems most likely to
ful in achieving the de-
or goals.

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les of card-stacking, in-
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CIAL ATTITUDES AND DATA.

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relationship to democracy
e and obvious one; the or-
n of majorities, the com-
in goals, and the ability
which democracy presup-
depend on a high degree
al freedom.

roblem by identifying
nvolved.

9. Attempts have been made to change our wiretapping laws to make it easier to obtain evidence and prosecute possible subversives.

10. Both legal and informal censorship have attempted to restrict subversive literature and propaganda.

193. Now have several pupils present a panel discussion on the question: Should our wiretapping laws be changed? They should preceed this discussion by a review of the present status of such laws. They should also discuss the possible need for control of electronic devices.

Dash, et.al.,
Brenton, *The*
chs. 8-10; ar
for Dec. 23,
1953; "The Ca
tapping," *Loo*
Zeldermyer,
ch, 12; "I Wa
Sat, Eve, Pos
"Eavesdroppin
Down but Not
23, 1967.

194. If you have not used them earlier, have the class divide into buzz groups to discuss the censorship cases in Westin.

Westin, *Discu*
pp. 5-8.

several pupils present a panel discussion on ion: Should our wiretapping laws be changed? ld preceed this discussion by a review of the tatus of such laws. They should also discuss ble need for control of electronic devices.	Dash, et.al., The Eavesdroppers; Brenton, The Privacy Invadees, chs. 8-10; articles in Reporter for Dec. 23, 1952 and Jan. 6, 1953; "The Case Against Wire-tapping," Look, Sept. 27, 1949; Zeldermyer, Invasion of Privacy, ch. 12; "I Was a Wiretapper," Sat. Eve. Post, Sept., 10, 1949; "Eavesdropping Legislation: Down but Not Out?" Time, June 23, 1967.
ve not used them earlier, have the class divide groups to discuss the censorship cases in Wes-	Westin, Discussion Cases, pp. 5-8.

A. SUPPORTS FREEDOM OF THOUGHTAND EXPRESSION.

G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

S. Rejects whole-part arguments.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

195. Or show the film Freedom to Read if pupils did not see it in the 9th grade. Discuss the issue in terms of possible effects of censorship.

196. Give pupils the names of a series of books which have been censored in recent years. (Include many with political or socio-economic themes.) Do not tell them that they have been censored. Just ask how many pupils have read each one. Do they know what these books have in common? Then tell them about the censorship. Discuss possible reasons for the censorship. Also discuss: Do you think that censorship reduces the number of readers? Why or why not? How might censorship for obscenity be used to censor books for political views? What have you learned about censorship in other countries where it is very thorough throughout the country? Do you think such censorship is wise as a means of fighting subversive ideas? Why or why not?

197. Show the film Peaceful Assembly and Free Speech if pupils did not see it in the 9th grade. Discuss the issures in the case and relate them to more recent cases. Then have a concluding discussion: Does censorship hurt or hinder the attempt to preserve security?

198. Have a pupil report on recent cases of censhorship or attempted censorship of either Far Left or Far Right groups. Discuss the pros and cons of such censorship.

the film Freedom to Read if pupils did not see e 0th grade. Discuss the issue in terms of pos- fects of censorship.	Film: Freedom to Read, 14 min., AFL-CIO distributors.
ils the names of a series of books which have sored in recent years. (Include many with po- or socio-economic themes.) Do not tell them y have been censored. Just ask how many pupils d each one. Do they know what these books have n? Then tell them about the censorship. Dis- sible reasons for the censorship. Also discuss hink that censorship reduces the number of read- y or why not? How might censorship for obscen- sed to censor books for political views? What learned about censorship in other countries is very thorough throughout the country? Do k such censorship is wise as a means of fighting ve ideas? Why or why not?	See also: Daniels, Censorship of Books; Blanshard, The Right To Read; Haight, Banned Books; Cooper, The Right to Know; Wilcox, Civil Liberties Under Attack.
e film Peaceful Assembly and Free Speech if pu- id not see it in the 9th grade. Discuss the is- in the case and relate them to more recent cases. ave a concluding discussion: Does censorship r hinder the attempt to preserve security?	Film: Peaceful Assembly and Free Speech, 25 min., AFL-CIO distributors.
pupil report on recent cases of censhorship or ted censorship of either Far Left or Far Right . Discuss the pros and cons of such censorship.	Use Reader's Guide and annual ACLU reports.

G. The means used may interfere with the achievement of ends.

G. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.

A. VALUES INSTITUTIONS AS A MEANS OF PROMOTING HUMAN WELFARE, NOT BECAUSE OF TRADITION; IS WILLING TO CHANGE INSTITUTIONS AS TIMES CREATE NEW PROBLEMS.

11. Private individuals a
ried on their own cam
munists.

12. Some people argue that
fight communism is to
reduce poverty and dis
other social problems
cite in their attempts
and new members.

means used may interfere with
achievement of ends.

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al aggregates of power or in-
nce may be enemies of freedom
hat they may deprive the indiv-
l of options just as surely as
rnment may.

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OTING HUMAN WELFARE, NOT BE-
E OF TRADITION; IS WILLING TO
GE INSTITUTIONS AS TIMES CREATE
PROBLEMS.

11. Private individuals and groups have carried on their own campaigns against communists.

12. Some people argue that the best way to fight communism is to pass measures which reduce poverty and discrimination and other social problems which communists cite in their attempts to gain supporters and new members.

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199. Now remind pupils of what they have learned about some of the measures used by groups of the extreme right in this country. Discuss: In the light of what you have studied thus far, do you think that such measures are effective in combatting communism? Do you think they are dangerous in and of themselves? If you think they are dangerous, or if you dislike such measures, how would you try to stop them? (Discuss problem of using measures such as censorship etc. against these groups. Do pupils who opposed such measures against communist and communist sympathizers oppose them now? Again focus the discussion on the questions: Do the ends justify the means? Do the means used affect the ends which can be achieved?)

200. Have a pupil give a report on blacklisting in radio and television, particularly during the height of the Mc Carthy period. Discuss the criteria used for blacklisting and the pros and cons of such measures in terms of goals and effects upon civil liberties.

Miller
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in R.

201. Read aloud a quotation from J. Edgar Hoover on the role of private individuals in fighting communism. Discuss: Do you agree or disagree with Hoover? Would you agree with those who also say that Congressional committees should leave investigations up to the FBI? Why or why not?

Hoover
pp. 18

202. Discuss: In the light of what you know about the appeals of communism in this country, can you think of any other courses of action which might help blunt these appeals? How would groups of the Far Right react to such problems? Discuss the pros and cons of programs of socio-economic reform as a means of preserving our security. Also discuss possible effects upon civil liberties.

Now remind pupils of what they have learned about some of the measures used by groups of the extreme right in this country. Discuss: In the light of what you have studied thus far, do you think that such measures are effective in combatting communism? Do you think they are dangerous in and of themselves? If you think they are dangerous, or if you dislike such measures, how would you try to stop them? (Discuss problem of using measures such as censorship etc. against these groups. Do pupils who opposed such measures against communist and communist sympathizers oppose them now? Again focus the discussion on the questions: Do the ends justify the means? Do the means used affect the ends which can be achieved?)

Have a pupil give a report on blacklisting in radio and television, particularly during the height of the Mc Carthy period. Discuss the criteria used for blacklisting and the pros and cons of such measures in terms of goals and effects upon civil liberties.

Miller, Judges and the Judged; Nizer, The Jury Returns, ch. 4 (digested as "Blacklisted," in R. Digest, Mch., 1967.)

Read aloud a quotation from J. Edgar Hoover on the role of private individuals in fighting communism. Discuss: Do you agree or disagree with Hoover? Would you agree with those who also say that Congressional committees should leave investigations up to the FBI? Why or why not?

Hoover, A Study of Communism, pp. 186-188.

Discuss: In the light of what you know about the appeals of communism in this country, can you think of any other courses of action which might help blunt these appeals? How would groups of the Far Right react to such problems? Discuss the pros and cons of programs of socio-economic reform as a means of preserving our security. Also discuss possible effects upon civil liberties.

G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

A. IS SCEPTICAL OF PANACEAS.

13. An attempt has
pass bills to r
spiracies such a

A. IS SCEPTICAL OF PANACEAS.

S. Having determined the causes of a problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goals.

14. Attempts have be
tion, through pr
through a variet
vate measures t
war effort in Vi

a. Draft card bu
been arreste
loss of stude

b. The Pool bil
restrictions
in time of wa
those who tri
tary traffic

cy does not bear up well in
es in which basic dissatis-
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determined the causes of a
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basic values, lists argu-
r and against each propo-
d selects the course of ac-
ich seems most likely to
elpful in achieving the de-
oals.

13. An attempt has been made in Congress to pass bills to restrict organizational conspiracies such as the Ku Klux Klan.

14. Attempts have been made through court action, through proposed legislation, and through a variety of other public and private measures to curb those who oppose the war effort in Viet Nam.

    a. Draft card burners and protestors have been arrested and threatened with the loss of student deferments.

    b. The Pool bill would have provided new restrictions on those who aid the enemy in time of war and would have punished those who tried to interfere with military traffic in the U.S.

203. Have a pupil report on the Anti-Klan bill of 1966. He should tell the class about its provisions. Afterwards, discuss: Do you think such a bill would be wise? Why or why not? (Be sure to have pupils define the basic issues, values involved, factual questions involved, etc.)

e.g. "A
Outlaw
HUAC,"
Septem
Also,

204. Have the entire class read articles about measures taken to try to curb draft-card burning and protests by college students against the Viet Nam war. Or have several pupils present a combination symposium-panel discussion on such measures. Then discuss the pros and cons of each measure in terms of the effectiveness in achieving purposes and the effects on civil liberties.

See Rea

205. Have a pupil give a report on the Pool bill which was introduced and passed the House of Representatives in 1966. He should analyze the provisions of the bill and discuss some of the questions raised during the House debate. Afterwards have the class discuss the pros and cons of such a bill.

"The H
with H
1966,
Reader

pupil report on the Anti-Klan bill of 1966. He tell the class about its provisions. Afterwards, : Do you think such a bill would be wise? Why not? (Be sure to have pupils define the basic values involved, factual questions involved,	e.g. "Anti-Klan Bill Would Outlaw CIA, Union Tells HUAC," *Civil Liberties*, September, 1966, p. 7; Also, use *Reader's Guide*.
e entire class read articles about measures taken to curb draft-card burning and protests by college s against the Viet Nam war. Or have several pu- esent a combination symposium-panel discussion on asures. Then discuss the pros and cons of each in terms of the effectiveness in achieving pur- nd the effects on civil liberties.	See *Reader's Guide*.
pupil give a report on the Pool bill which was duced and passed the House of Representatives in He should analyze the provisions of the bill and s some of the questions raised during the House e. Afterwards have the class discuss the pros and of such a bill.	"The House Loses Patience with HUAC," *Reporter*, Dec. 1, 1966, pp. 35-36. See also *Reader's Guide*.

c. Other public and private measures have been used against demonstrators.

IV. Measures to preserve our security can be assessed in terms of the extent of the danger to our security, the effectiveness of the measures in achieving their purposes, and the degree to which the measures affect civil liberties.

206. Have several pupils investigate and report on other measures taken against those who have demonstrated in some fashion against the Viet Nam war. Then hold a class discussion on the pros and cons of such measures.

Culminating Procedures

207. Now have each pupil prepare a paper in which he presents his analysis of measures already used and presents his ideas on the best means of preserving our security without sacrificing essential freedoms. Afterwards, hold a culminating discussion on the same question.

208. Give pupils a unit test and discuss it in class. Include a mock speech on American security which pupils should analyze in terms of consistency, accuracy, completeness of data, persuasion devices, and basic assumptions.

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author tells of joini
his life in the party
final break with the

*Foster, William Z. *Page*
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Publishers, 1961 ed.
is a former top Commu

Foster, William Z. *Towa*
America. New York:
Cann.

Gates, John. *Story of ar*
Communist. New York
(A former editor of
tells of his experien
party. He was the le
group which tried to
more independent of
the late 1950's.)

*Gitlow, Benjamin. *I Co*
1940. (A former top
party tells his stor

*Hicks, Granville. *Wher*
New York: Viking, 1
author tells of his
party, his work in t
his decision to leav

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m. (Paperback, Great Debate
Tes). Chicago: Regnery, 1954.
e author was formerly the edi-
of the Daily Worker.)

rs, Whitacker. Witness. New
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